The A·T·A· MAGAZINE

OFFICIAL ORGAN OF THE
ALBERTA TEACHERS' ASSOCIATION

VOLUME 22 NO. 1

NO KNOWLEDGE - NO THOUGHT NO LIFE

"Consent based upon knowledge of only one aspect or side of a problem, upon avoidance of controversy, is a travesty of both knowledge and democracy. To keep issues out of the school, therefore, is to keep thought out of it; it is to keep life out of it. Moreover, democracy cannot be understood except as it is lived. Our young people and their elders must practice it in the family, in school, in community organizations—everywhere. To study government effectively they must take part in governing. Obviously they can do this most realistically in the government of their own group life.

DR. HAROLD RUGG in "That Men May Understand".

SEPTEMBER, 1941

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Imperial Bank Bldg., Edmonton

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EDITORIAL

ALBERTA PROGRESSIVE?

AFTER attending the Ann Arbor Convention of the New Education Fellowship, reports of which appear elsewhere in this issue, one cannot but feel a degree of satisfaction that Alberta is right in the forefront of progressive educational thought. It was cheering indeed also to find that Alberta, although over 2,000 miles from Ann Arbor, Michigan, was represented at the Convention by more educationists than any other province in Canada with the exception of course of Ontario, the province right next door to Michigan.

One might synopsize the discussions at the Convention into one short paragraph—the excerpt from Dr. Harold Rugg's book "That Men May Understand" quoted on the front cover. It certainly was a magnificent experience to listen to and move amongst so many educational leaders and workers from every nation in this hemisphere. All assembled together in the gorgeous Rackham Building of the State College of Michigan imbued with the enthusiasm of crusaders to interchange opinion and learn with respect to how the democratic process of living may be developed by and through the boys and girls in the school and amongst their elders. Democracy is more than a creed; democracy is a way of life. We must live and practise democracy, rather than take it for granted that orating about or didactically teaching the catechism of democracy—its doctrines, principles, precepts or rules—will serve as the instrument for drawing peoples along paths leading to progress, responsibility, freedom of spirit, and co-operative social endeavor. One came away from the meeting assured that the last An-

nual General Meeting of the A.T.A. was on sound ground when it passed the following resolution:

> Whereas Canada and the Empire are at war in defence of Democracy; and
>
> Whereas the conditions of war-time and of post-war readjustment are alike full of peril to democratic institutions; and
>
> Whereas the essentials of Democracy are the subject of widespread confusion of thought;
>
> BE IT RESOLVED: that this Annual General Meeting favor the formulation of a creed of Political Democracy, the purposes of which shall be
>
> (1) to clarify discussion;
>
> (2) to organize the teachers of Alberta in active defence of our political institutions; and
>
> (3) to promote the greater efficiency of Political Democracy in the post-war world;
>
> AND BE IT FURTHER RESOLVED: that this Annual General Meeting instruct the Executive to appoint a committee which shall prepare the creed;
>
> AND BE IT FURTHER RESOLVED: that this Annual General Meeting authorize the Executive to publish the said creed, or such amended form thereof as the Executive may adopt.

It is in keeping with the spirit of this Convention that the Committee on Community Service of the Alberta Teachers' Association is setting to work on developing a plan for encouraging teacher to move out from the cloistral atmosphere of the class room, out into life as it is lived in the community. Our readers are urged therefore to digest the report of the above-mentioned committee appearing elsewhere in this issue.

* * *

"PLAY BALL!"

SOME months ago we forecast a marked shortage of teachers in the Province of Alberta—a shortage far greater than that accruing solely from the number of young men leaving teaching to join His Majesty's Forces. No, the shortage is very gravely aggravated by the fact that a good many of the best of our members have been driven by economic necessity to enter other walks of life.

Here is an example in point, which could be duplicated again and again and again: A teacher of many years' successful experience accepted an appointment with a School Division in the province, at an annual salary of $800. He has been trained for the job of teaching and has been reasonably successful, yet he is worth just $800 per annum in the opinion of the School Board. However, he had applied for work in a company engaged in airplane construction where he is offered $25 per week with reasonable prospects after three months of an additional $5 per week and yet another additional $5 per week at the end of the next three months—altogether an annual salary of approximately $1,630. That is what industry can afford to pay, and does pay,

a young man new to a job and technically entirely untrained. This young man at the same time has the satisfaction of being engaged in a line of work directly assisting in the war effort. Of course we advised him that he was bound to deliver service to the School Board.—We had better leave it at that.

* * *

WHY do we quote this by no means exceptional case? Well, one reason is that we came upon a sentence in the June issue of **The Alberta School Trustee** which reads:

> "We have always been sympathetic toward adequate salaries for teachers."

Of course we must give credit to the writer for having made this as a sincere statement, although the edge does seem to be taken off by the general tone of the article in which the sentence appears, as it is very evident that teachers and the writer of the article would dispute over the interpretation of the term "adequate". It makes teachers believe that the term "adequate" as here applied might be interpreted as meaning "inadequately adequate", or "adequately" as many trustees would apply the term.

The article points out that the Alberta Teachers' Association has actually endeavored to persuade normal school students and others under certain circumstances not to apply for a position in the better school districts for less than the **statutory minimum** as provided in **The School Act.** Furthermore, the Trustees' Association seems to be very much aggrieved because the Teachers' Association has had the temerity to take steps to induce its members not to apply for certain positions except at a rate slightly above the statutory minimum.

It is also suggested that the Trustees' Association intends sending out for the guidance of boards and trustees samples of schedules of salaries now in operation which, by the way, are not deemed "adequate"—not by the teachers at least. A little bird whispered too that in a communication sent out it was suggested that the Alberta Teachers' Association had adopted the (to them) questionable procedure of attempting to establish certain basic minima without consulting the Trustees' Association.

* * *

SINCE when did the Trustees' Association take the position that their organization should take no action involving teachers without consulting the Alberta Teachers' Association? Surely what's sauce for the goose must be sauce for the gander. However, the Alberta Teachers' Association has taken the initiative on more than one occasion to bring about an agreement between the Trustees' Association and ourselves, and it must be frankly stated that the representatives of the trustees and teachers gave each party credit for acting in good faith regarding any mutual agreement. But the "rub" came when we found

that the action of the Executive of the Trustees' Association was either not ratified by their general body or, if ratified, was not adhered to, or was ignored altogether, by the School Boards.

* * *

JUST let's suppose we had consulted the Trustees' Association on this matter: What would have happened? We are pretty sure that our past experience of getting nowhere would have repeated itself. When the Bill was passed in 1936 providing for the establishment of School Divisions and requiring Divisional Boards to compile and adopt a schedule of salaries, the Alberta Teachers' Association requested representatives of the Trustees' Association Executive to confer with us on the matter of schedules of salaries for the guidance of Divisional School Boards—Divisional School Boards only. The presidents of the respective organizations interchanged positions in the chair session by session. Everybody felt that something had really been achieved, and we published in **The A.T.A. Magazine** the recommendations of the conference under the heading "Considerations Mutually Agreed Upon by Alberta Trustees' Association and Alberta Teachers' Association as Basic in Compilation of Salary Schedules for Teachers in the Employ of Divisional School Boards".

Now just how many Divisional School Boards conformed to this agreement? The answer is: **Not one!** True, two Divisional School Boards, namely Drumheller and Bow Valley, did adopt $840 as the real basic minimum; Drumheller held firm, but Bow Valley, after agreeing, reneged. It must be stated in fairness that an odd additional Divisional Board has since finally agreed, generally after much pressure and haggling, to set $840 as the basic minimum, but most of the other School Boards, while quoting $840 as the basic minimum, "knocked the bottom out of the base" and substituted therefor another base. (For example, "Teachers without experience or holders of second class certificates—so many dollars less than the basic minimum" or "This schedule is subject to a reduction of X per cent".) It seems to us that in its practical working out the term "basic minimum" has been not one bit more correctly interpreted or observed than was "prohibition" during the time when the law of the land provided for prohibition to be in effect.

* * *

FURTHERMORE, in view of the fact that the overwhelming majority of teachers naturally look upon an appointment in a village, town or city school as a promotion, the very rare exception would prove the rule that unless a School Board is motivated by nepotism or other illegitimate considerations when making appointments, there is no reason whatsoever why such a School Board would need to appoint an inexperienced normal school graduate to its staff. That being so,

when the A.T.A. set about to try to provide some guidance to both boards and teachers with regard to salary schedules for schools other than those included in Divisions, naturally it was a matter of plain, common sense and justice that we urged and, yes (there has been no denying it) took steps to impose a basic minimum of $900, which is but $6 per month—30c per day—higher than the statutory minimum.

We suggest that it is not "playing ball" to imply or give advice to School Boards that the A.T.A. had agreed once upon a time with the Trustees' Association upon a schedule of salaries founded on the $840 minimum. We repeat that that basic minimum was intended to apply to Divisional School Board schedules only. This was known and understood absolutely by both Trustees' and Teachers' Associations. And again we stress that the $840 basic minimum was not adhered to by the boards of trustees of the province and as far as we can gather received little if any advocacy on the part of the Alberta Trustees' Association. So much for the implication that the A.T.A. "stole a march on" the Trustees' Association with respect to the basic minimum for schedules of School Boards other than Divisional School Boards.

The inference is also made at every possible turn of the road in **The Alberta School Trustee** that teachers are not considerate of the difficulties of the ratepayers in their demands for "adequate" remuneration for services rendered. When one finds a School Division of more than seven times greater assessment and but one-half the number of rooms of another Division (which being interpreted means the former Division is fourteen times better off than the latter), and yet the former Division "gangs up" with a number of other Divisions almost as wealthy in an attempt to impose a schedule of salaries in many respects less "adequate" than that of the poorer Division—fourteen times poorer!—one must be pardoned for suggesting that "adequacy" of this nature means "what you can beat down the employees to accepting". All honour to those School Divisions who are making a noble effort to reach a degree of "adequacy", having regard to their incapacity to implement what they consider "adequate".

* * *

THE **Alberta School Trustee** has harped again and again on a Section of **The Industrial Conciliation and Arbitration Act** which reads:

> "No court shall have power or jurisdiction to enforce any award made under this Act."

We grant that the legal opinion relative to collective bargaining and the Act expressed in a recent issue of **The Alberta School Trustee** is sound, moderate, and fair. However, when this point is constantly harped upon and circular letters from the Trustees' Association again and again pound it into the minds of the trustees that they do not have to accept the recommendations of an impartial board of inquiry; and

furthermore since, obviously, the Act was premised on the supposition that good sportsmanship bows gracefully before the impartial umpire, how can it be held otherwise than that **The Alberta School Trustee** in this regard is not only non-co-operative in the cause of impartial settlements, but is attempting to do nothing less than sabotage the purposes of the Act and defeat the intentions of constituted authority, the Legislature?

We suggest that the advice given might prove misleading after all; that, even though the Courts of law cannot be invoked to enforce the findings of an award under **The Industrial Concliation and Arbitration Act**, it may be taking too much for granted to suppose that if one or other party to the dispute is not a sufficiently good sportsman to accept the umpire's ruling then nothing can be done about it. We are given to understand that there is an Act in British Columbia providing for settlement of disputes whose findings likewise cannot be enforced in a Court of law. Nevertheless it was pointedly made known on one occasion at least that powers were vested in the Minister of Education to dismiss a recalcitrant School Board and instal an Official Trustee. That took the trick.

So maybe the trump card so gloatingly held by **The Alberta School Trustee** might yet be taken by a higher trump card.

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The Committee on Community Service

ELSEWHERE in this issue will be found a copy of a document prepared and adopted by the Winnipeg Conference of the Canadian Teachers' Federation entitled "Proposal to Men of Goodwill". Our committee plans to act in line with this policy. It is hoped that the A.T.A. representative at your Fall Convention will have time to deal with the proposed plan of action.

OBJECTIVES.

1. The establishment of a closer understanding on the part of the teacher with regard to the problems of the people he is serving.

2. A definite attempt on the part of the community and the teacher to solve certain specific problems or to realize definitely wherein their solution lies.

PROCEDURE.

A. Establish as a standing committee in each Local a Community Service Committee with representatives from each Sub-local. The main work of the Local will be to foster this work in the Sub-locals and to keep the A.T.A. Central Committee informed.

B. Each Sub-local should arrange the agenda of its first fall meeting so as to allow for a full discussion of this topic and to lay plans as to how it can best assist individual teachers in giving effective leadership in their own districts.

C. Specific Steps and Suggestions:

1. It would probably be best for the teacher to approach a few of the public spirited people of the community and discuss the proposals informally with them. Then a small meeting of these leaders may be called and plans laid for calling a general meeting. One should not be discouraged if only a few people show interest. It must be borne in mind that the idea is new and may not receive wide response at first. If the first group has six or seven persons the undertaking is well worth while, for the idea will grow. It should also be kept in mind that although the teacher must be interested and helpful the leadership may best be taken by some member of the district, for self-help is the spirit of Democracy.

2. The next step is the isolation of the problem that is to be attacked. At the first public meeting list some of the major problems of the people of the community, such as: "What health services are provided by the government?" or "How far should the government go in the provision of health service?" or again "What has caused the price of farm machinery to move upward relative to the price of wheat?" etc. The teacher may find that the interests of the community lie in the field of political economy or monetary reform. If so, do not hesitate to tackle such problems. One might ask, "How is the war being financed?" or "Would it be possible for the Dominion government to spend the same amount per year in peace time on social work as it now spends in the prosecution of the war?" Then too, the question of the rehabilitation of the armed forces after the war is important. Whatever the problem is, keep it specific and insist that it be one that affects the life of the community, that is, it must be a **real** problem.

3. Once the group has seized upon a problem, set about its solution. Why not use the activity method? Divide the group into committees to gather literature on the subject, to contact informed people, report to the A.T.A. Committee, etc.

4. Work through the problem to a complete and thorough solution. There should be occasional meetings, one a

week or one in two weeks for the interchange of ideas and the reporting of progress. If it is found that certain public action is necessary for the resolution of the problem, just what form should the action take? Remember real problems are being dealt with and the purpose is the betterment of society. When the committee has progressed as far as possible it might be well to have a sort of public culmination to stimulate interest in others.

5. Submit the findings of the committee in a written report to the Central Committee so that other regions may have the advantage of your findings.

RAYMOND E. SHAUL,
Chairman, Committee
on Community Service.

NOTE:

The Bureau of Information of the Province of Alberta has in preparation a number of leaflets dealing with problems that might well form the basis for discussion. These booklets will not only be of service to the general public but should also be a source of material for Social Studies classes. Some of the titles are:

1. What is Being Done About Infantile Paralysis?
2. The Development of Our District Highways.
3. How the Federal Government Taxes People Today.
4. Education in Alberta Forges Ahead.
5. Alberta's Industrial Development.
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PROPOSAL TO MEN OF GOODWILL FOR EDUCATIONAL RECONSTRUCTION

A DOCUMENT prepared by the Canadian Teachers' Federation, based on the proposals of the New Education Fellowship Meeting held at Ann Arbor, Michigan, July 6-12, 1941.

I. At the present time we in Canada are engaged in a life or death struggle to preserve Democracy as a way of life. In this crisis it is imperative that we be able to state specifically what we believe Democracy to be. We realize that such an undertaking will unify us in our fight against totalitarianism and set a standard against which man may gauge the effectiveness of operation of our social structure at present and in the post war period. With this in mind the following points are set forth as the essential characteristics of a Democratic State:

1. The first duty of society is to guarantee to every man, woman, and child equal opportunity for education without regard to race, birth, sex, income, or creed.
2. This equality of opportunity must include the fullest nurture of every special ability, talent, or skill.
3. Every man is an end in himself and may not be used merely as a means. And this is the dignity of man.
4. No education can be complete unless everyone through the years after school has opportunity to form himself through useful work.
5. Every man can come to his full being only by serving society. And this is the ground of society's claim upon him.
6. No society stands still. A healthy society moves towards freedom and responsibility for all. A diseased society moves towards the tyranny of the few. And herein lies the cause of the present war.
7. No existing society is a perfect democracy. Democracy is the standard by which societies and their governments are judged and the idea and goal towards which they strive.
8. The well-being of every society springs from a brotherhood of nations. As are the duties of man to man, so are the duties of societies to one another. And this is the only basis for a durable peace.
9. To respect man's dignity while recognizing his duty to society is to advance towards that democracy of citizens and of states; to perfect, maintain, and defend this is the end of education.
10. To embody these principles into a society of the future, men must be inspired by forces which spring from a deeper dimension of life. This has often been overlooked or forgotten in recent generations and this is the cause of the crisis of our civilization.
11. To develop, men need action; to act, men need faith; to keep faith, men need reason; to direct all three, men need a vision of excellence; and all this is empty unless it is pervaded by love; and love is action and outgoing.
12. Reconstruction through education includes a myriad of small and seemingly unimportant acts. But these will not be rightly done, and will therefore fail, unless every doer, however modest his work may be, draws his strength from the whole.

II. In keeping with the above creed we maintain that if we are to avoid

a repetition of the present catastrophe the following tasks will be of immediate importance at the end of the war both here and in Europe:

1. (a) The immediate feeding and care of all children of all nations.
   (b) Both individual medical care to repair the ravages of war and public health measures to prevent the outbreak and spread of epidemic diseases.
   (c) The reconstruction of schools, housing and public services.

   Whatever is done toward these ends must be so done that both those who help and those who are helped go through and grow through a fundamental educational experience.
2. In every local community, even in the defeated nations, there will be a nucleus of suitable people ready to undertake local leadership in aggressive and co-operative planning and in action for reconstruction. It is essential that all who go in to help shall co-operate fully with these local people of good will and experience and recruit locally as many workers as possible, particularly from the ranks of youth.
3. Plan, organize, and finance the employment of all available human resources, especially of the 16-25 age group, on all the manifold tasks of reconstruction.
4. Develop a comprehensive plan of education for children, youth, and adults, adapted to the conditions of the different cultural areas and making the fullest use of the experience and wisdom of the great educators.

III. Application to Educational Institutions. Speaking of education in the more specific sense, we as educators know that essential improvements are needed in many school systems. But we are not tempted to offer blueprints. Blueprints may work elsewhere, but education is creative and is the expression of personalities, not the product of formulas and prescriptions.

Nevertheless, some principles can be stated. They are in no way new ones. In all countries there are and have been educators who have provided models of true education which make the following demands:

(a) Break down the walls that stand between school and community. Schools should be one of the main sources of new power for the community. It is to the schools that young and old should look for advice and encouragement in their search for greater knowledge and more sympathetic co-operation.

(b) Uproot the idea that book knowledge in itself can be a guide in living, that credits and degrees are the main aim of education, and that secondary schools should be a shortcut to selfish social advancement or to the preservation of class privileges.

(c) Make the schools institutions where the ideal of equality becomes a reality. Combine learning and doing to the utmost. Develop everywhere "hand and brain". Send out from the schools new generations of young citizens eager to co-operate and to serve, eager to apply the art of serious learning in their daily life and work, and devoted to the master art of self-instruction and self-perfection.

(d) Encourage and support everywhere and in every form the willingness of youth to serve. Make

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it easy for youth to practice the art of co-operation, self-responsibility, self-reliance and service through youth movements. Encourage this in school and continue it in the years that follow. Enroll youth as partners in reconstruction work; they will be the more able and willing to build with us, and after us, a new world.

(e) Recognize the fact that youth everywhere faces a grave crisis. Education and educators should share responsibility in the care of youth up to the age of maturity.

Unemployment among youth must be eliminated by a common effort of all, not by government action alone. In this youth must be inspired to the largest possible measures of self-help.

(f) Protect teachers everywhere in their efforts to do better work. Encourage the best amongst youth to enter the profession. In times of crisis, increase and not decrease educational funds, especially in poorer areas. In all reconstruction schemes give priority to youth-serving institutions.

(g) Work for regeneration of faith. Not only are towns in ruins, millions of souls are devastated. Millions of youths in Europe have accepted false religions. When the false gods fall let not the altars be empty. Democracy must restore faith, not by words alone, but by deeds. Educational reconstruction furnishes the vision and provides the opportunity.

IV. To promote the achievement of this Democratic Creed we suggest a few specific steps that we as educators may take.

1. The C.T.F. Committee in each province shall be charged with the responsibility of:

(a) Keeping the teachers of the province informed as to material that may be used as a basis for discussion.

(b) Keeping the teachers of the province informed as to progress being made in other provinces and countries.

(c) Reporting provincial action to the Central C.T.F. Publicity Committee.

2. Provide space in Provincial Magazines where regular notices can appear concerning this campaign.
3. Urge the affiliated provincial bodies to foster Parent-Teacher Associations.
4. Sponsor Radio programs, such as Open Forum discussions similar to the Chicago Round Table Conference, on this topic.
5. Set up wherever possible Joint Educational Committees where teachers work together with other groups such as Church Organizations and Clubs, Service Clubs, Canadian Clubs, U.G.G. Co-operatives, Labor Unions, etc.
6. Urge teachers to become members of Service Clubs, Chambers of Commerce, Women's Organizations, etc., wherever such bodies may be found so that our policy may find advocates within these bodies.
7. Urge University Departments of Extension to give publicity to this program.
8. Urge teachers who are members of existing political organizations to lay this program before these bodies.
9. Sponsor Adult Education Groups or Study Groups, Open Forums, etc.
10. Work in close harmony with other Canadian or International Bodies having similar objectives.
11. Foster intelligent classroom discussions dealing with the problems facing us as citizens of a Democracy.
12. Subscribe to "Frontiers of Democracy", "Progressive Education" and other progressive magazines.

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The Eighth International Conference of the New Educational Fellowship at Ann Arbor July 6 - 12, 1941

By G. F. PATTEN, B.A., B.Paed.
President Ontario Secondary School Teachers' Federation

IT might be well to explain that the New Education Fellowship was founded in 1915 by three Europeans: the British Beatrice Ensor, the French Adolph Ferriere, the German Elizabeth Rotten,—seeking a suitable basis for friendship and peace among all peoples of the earth. It was well named, because a fellowship of world citizens who build for mutual respect and tolerance and the practice of co-operation could only be achieved by the world-wide building of a common understanding through Education.

In spite of the rather limited opportunities and their lack of official prestige, the spiritual power and integrity of purpose drew to the group like-minded leaders from all parts of the world. Seven times during the period 1929-39 they met in convention and at the Cheltenham (England) Conference in 1936, 1800 delegates attended from 53 different countries.

Meanwhile in the United States there had come into being the Progressive Education Association. This organization has striven to promote a better education through research, experimentation, conferences and study groups. In 1932 the leaders of the P.E.A., recognizing that they paid allegiance to essentially the same principles as those held by the New Education Fellowship, brought their Association into the world-wide Fellowship as the United States Section.

The Eighth Conference of the New Education Fellowship met, as has been noted above, in Ann Arbor, Michigan, on Sunday, July 6. The opening was featured by the presentation of the Union Jack to the University of Michigan, by Mr. E. W. Morris, Chairman of the Windsor Board of Education. Greetings were extended to the visiting delegates and suitable replies were given by outstanding visiting educationists. The Canadian reply was delivered by Dr. J. G. Althouse, University of Toronto.

At this first session, Professor William H. Kilpatrick of Teachers' College, Columbia, in his opening address set the tempo for the entire Conference. Professor Kilpatrick pointed out that it is the duty of the teacher to proclaim at all times the three moral concepts necessary for a world peace: (a) regard for others, (b) justice or the equality of treatment, and (c) the acceptance of responsibility for the common good. He pointed out that it involves a strain on individual nations to move from a purely self-centred national point of view to the more adequate view of co-operation for the common good. Said Professor Kilpatrick, "The very existence of a decent civilization demands that we make this moral advance."

He further pointed out that if we cannot be sure of international law and order, we shall have to remain armed and equipped, at enormous expense, in order to repel any attack that may at any time come. "If only we can agree to support law and order, really agree and really mean it, that will, itself, bring law and order."

Each morning throughout the session, provision was made for delegates to attend one of the 43 Study

Groups. These Groups dealt with Curriculum Trends, Health Education, Visual Education, Educational Philosophy, etc., etc. Each was presided over by a chairman who was a leader in that specific field. From 11 to 12 noon each day, the delegates assembled at a general session. The speakers at these general sessions included the Chinese Ambassador, the Mexican Minister of Education, Horace M. Kallen of the School for Social Research, and others. The afternoon sessions were devoted to Lecture-Seminar Groups. These dealt with some specific phase of the culture of Latin America. From 3 to 4 each day, an additional general session was held at which addresses of general interest to the delegates at large were delivered. At 4:30 the delegates assembled on the third floor of the Rackham building for tea.

The evening sessions brought to us outstanding speakers such as Clarence Streit, author of "Union Now", Waldo Frank, Carl Sandburg, our own B. K. Sandwell, editor of Toronto Saturday Night, and others. Certain of the evening sessions were given over to other features:—on Sunday evening, a dance concert by an exceedingly well-trained Mexican Ballet; on Monday afternoon, a programme of folk music and dances presented by the Detroit W.P.A. Concert Orchestra, and on Wednesday evening, a Folk Festival. A banquet was held on Friday evening at which the delegates from the various countries were introduced to the 6,000 guests.

The concluding session of the Conference took place on Saturday, July 12. The chairman was Professor Kilpatrick and probably the most colorful speaker was Dr. Reinhold Schairer a German exile now a British subject, who is Director of Research for the United States Committee on Educational Reconstruction. I do not think too fine a tribute can be paid to this gentleman and those associated with him for his clear and able summarizing of the entire Conference. Over and over again the idea was expressed that we can and must develop an international mind. Teachers themselves must be enthusiastic. They must have faith in a better national order and a better world order. They must not dissociate themselves from the community at large. A quotation from Thomas Mann aptly summarizes the pleas that we heard: "We intellectuals were fools in the '20's. We held our own politicians in contempt; we had no faith in the integrity of the common people and held ourselves above both. Now we are paying the penalty."

In order to assure an adequate representation from each of the South and Central American republics, it is believed that the United States Government, through its Council of National Defence, made generous financial grants. The 80 Canadian delegates also were very generously treated, splendid living quarters were provided absolutely free of charge, and everything possible was done to make our visit easy and pleasant.

Even though from certain angles this past Conference might be regarded as Pan-American propaganda, the subject matter presented is exceptionally sane and sound. It is my opinion that the Canadian Teachers' Federation would have much to gain were we, either through the C.T.F. itself or its component sections, to keep in close touch with the vast wealth of thought and research that is available through the Progressive Education Association—the United States branch of the New Education Fellowship. Some of our provincial teachers' groups are more keenly alive to these opportunities than others and it is my hope that even though our own organizations do not affiliate with the P.E.A., we may become more and more familiar with its aims and objectives.

President's News Letter--

Dear Fellow Teachers:—

The last two months have been busy ones for the members of the Provincial Executive. The President and the General Secretary were sent as official delegates to the eighth conference of the New Education Fellowship at Ann Arbor, Michigan. Needless to say we both enjoyed this conference very much. To give even a short outline of the Conference would demand more space than a President's News Letter permits. However, we did listen to such outstanding men as Doctors Bode, Carson-Ryan, Lane, Rugg, Kilpatrick, Waldo Frank of New York's New School for Social Research, Carl Sandburg, and Jonathan Daniels. The first four named have visited Alberta as Convention Guest Speakers and were well to the forefront of the long list of distinguished educators at Ann Arbor, any one of whom is a storehouse of inspiration. Speaking of distinguished people, Alberta had two very prominent men at this conference: Dr. H. C. Newland, our Supervisor of Schools, was present as the representative of one of the most progressive school systems on the American Continent, and John W. Barnett, our own General Secretary, as representative of an association of teachers which is not only well known on this continent, but is the envy of many American organizations. I came back from this conference satisfied that our Department of Education is providing us with the very best of progressive leadership and also more than pleased to be able to say that I am a member of the Alberta Teachers' Association.

J. A. SMITH

While your General Secretary and I were "conventioning" at Ann Arbor, other members of the Executive were on the job at home. Past President Shaul was in charge of the office, and from all reports he had a busy time. During that time many Locals were in the midst of salary negotiations. Thanks to the work of the available members of the Executive I am now able to report that the salary position in general has improved considerably. To the conference committees of the Locals who co-operated so splendidly with the Provincial Executive I say "thank you". Our Association is strong; nevertheless, in a few cases we found Local executives failed to follow provincial policy; we also found individual teachers who for some reason or other saw fit to disregard the wishes of our A.G.M. and were willing to accept positions for less than the statutory minimum and the set of basic minima laid down for town and village schools by resolution of our last A.G.M. Both groups have made it hard for your Executive, and have hurt themselves as well as the common cause. It remains to be seen whether the only penalty to be suffered by those disregarding provincial policy and professional etiquette will be the prickings of an uneasy conscience. Mr. Baker, Chairman of the Salary Committee, is presenting an analysis of the whole salary situation in this issue.

A committee consisting of representatives of the Department of Education and the Alberta Teachers' Association met during the summer and outlined an itinerary for the fall conventions. The committee attempted to adjust weaknesses found in last year's

itinerary, and I trust that plans adopted for this fall will meet with your approval. Our guest speakers this year promise to be of the same outstanding merit as our speakers of former years. Dr. C. M. Frasier and Dr. R. F. Hawk of Eastern Washington College of Education have consented to visit Alberta this fall.

A meeting of the available members of the Executive was called early in August to discuss an interim report of the Finance Committee and also our relations with the Canadian Teachers' Federation. During that meeting a new committee was formed to lead us in a new branch of endeavor. Many of us are very much concerned about the future of education in this present war-torn world and in the world after peace has been restored. If ever there was a time when good, sane leadership and judgment were needed, it is right now. We as teachers can play an important part in the stabilization of public opinion and the laying of a solid foundation for a society of nations where peace may reign eternal. It is toward this end that our Committee on Community Service under the Chairmanship of Mr. Shaul will strive. I sincerely trust that Locals, Sub-locals and individual teachers will place all their resources at the disposal of this committee.

A report of the Canadian Teachers' Federation Conference appears elsewhere in this issue. I feel that you will all be very pleased to learn that the Canadian teachers have recognized the fine qualities and capabilities of our Past President: Raymond Shaul is now Vice-President of the Canadian Teachers' Federation. That his election was a wise choice we do not question. To me personally it points to the C.T.F. eventually becoming an aggressive, progressive and powerful body instead of being, as some of us have felt it to be for many years, the "Senate" of Canadian teachers' organizations.

During the summer your Executive lost one of its most genial members, A. A. "Happy" Aldridge, representative for Central Alberta, who resigned to take up work with the Y.M.C.A. War Services. In Happy's resignation Central Alberta lost a very capable representative whose place it will be difficult to fill. We wish him the best in his new field. Two members of our office staff also resigned during the summer: Miss Hill, our Librarian, and Miss Watson, our senior stenographer. Their resignations can hardly be credited to the "war effort"; cupid just landed another couple of lucky darts. On your behalf the very best is wished them.

Fraternally yours,

JAMES A. SMITH.

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HOME *and* SCHOOL

H. E. SMITH

EVERY teacher is now a guidance officer. This includes teachers from grade 1 to 12. It ought not to exclude teachers in the Normal schools and in the Universities.

Do you not believe this? Compare human requirements with the subhuman. Animals grow to honorable maturity with little or no direction or control. A duckling becomes a respectable adult member of its species with a minimum of adult guidance. It requires only suitable food and protection. Amongst the higher animals some discipline is certainly provided, first by the parents, and then by other members of the group. Physiological development largely takes care of itself. But wherever intelligent co-operation is required in securing food and preserving life there deliberate guidance of the young is essential. The more complex the animal society the more is control and discipline needed.

The human child in Canada is born into an extremely complex society, complex in tradition, in its present form, and in its potentialities for the future. To be even partially human the child must master some elements of the cultural tradition—language, number concepts, social habits, and the like. To become decently human he must develop the capacity for intelligent choice of action, that is for intelligent behavior. He becomes truly human only when he has achieved a vision of the goals to which he and his fellow humans are directing their course.

Can the child find his way alone? Manifestly not, Rousseau notwithstanding. He must have control, discipline, example, suggestion, and inspiration all the way along the line. Even we grown-ups, case hardened and complacent though we be, recognize this and attend church, summer-school, conventions, and what not, in order to get suggestions, glimpses, bits of inspiration.

Hence every teacher is a guide, a counsellor. His or her business is to size-up every child in sight, find what he is now, in which direction or directions he ought to develop, and how he can most effectively develop in those ways. It may well be left to others to pity the child, condemn the parents, and bemoan the sad fate of the teacher. The teacher's job is to find how things stand with the youngster, envision his future for one year or ten, and set about the job. Courses of study, daily schedules, discipline, lessons, are but means to an end, and the end as I have said is to set the youngster on the way to growing into a human being, socially disciplined, free in intelligent choice, in short a good citizen in a free society.

The teacher is the guide, but she will need all the assistants possible—parents, public spirited citizens, supervisors, and certainly the children themselves. She is engaged to do the job of guidance.

Think on this: As we do (guidance) so we become (guides).

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Have you been wanting a song with stirring words and rousing melody suitable for classroom use in these times of war and campaigns for support of the Canadian effort to preserve the freedom of Empire? You have? Then try **Marching On,** words by R. B. Forsyth, music by Clifford Higgin, both of Calgary, Alberta. On sale at Heintzman's, Matthew's and Fisher's, Calgary. Price 25c. The librettist, who is at present in the service of the Red Cross Society, is known to many of his fellow teachers, and the composer is respected in musical circles throughout the province. Together they have produced a Canadian torch song of two verses and chorus which is well worth a place in the school repertoire of songs.

SONGS OF WEENY GOPHER

Songs of Weeny Gopher, by Beatrice Barron Buckley, published by The Macmillan Co. of Canada, Ltd., Toronto. Price 65c, 25 songs. This booklet of songs has been recommended for use in the elementary schools of Ontario, and, as suggested by the title, would have a natural appeal to young school children in the prairie provinces. Picturesque, imaginative and thoroughly good in both melody and accompaniment, these songs are the seasonal outpourings of Weeny Gopher's blithe heart. They offer a fine variety of subjects and rhythms, are thoroughly edited as to marks of expression, and are not too difficult in either intervals or tonal range. Good material for any school concert is to be found in "Songs of Weeny Gopher".

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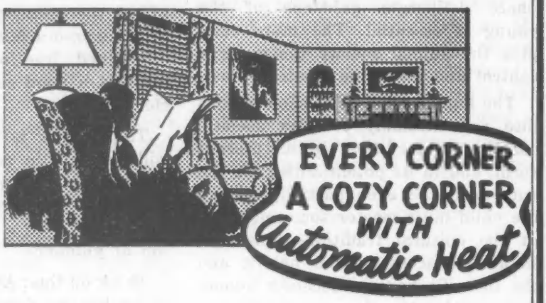

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REPORT of the C.T.F. CONFERENCE

At Winnipeg, August 11 to 15, 1941

THIS morning I was waiting at the barber's for a haircut which I ought to have had before the Conference. I picked up a popular magazine, and found in it an artist's drawing of a titanic battle raging around Smolensk. Stukas darkened the sky, and one of them crashed in the foreground. A Russian tank rolled ponderously over a German tank while others lurched into the melée. It was a perfect nightmare of machines gone gaga! Just one human figure was visible—a tin-hatted pygmy holding a stick-grenade, for all the world like a child with an all-day sucker straying into a traffic jam. Neither Nazi nor Bolshevik was this poor feckless creature, but just universal man, hemmed in by the monstrous progeny of his own slack thinking, false ideals and perverted ingenuity. Keep that poor devil in mind, for he is a delegate to our Conference; not seated and never speaking, he moves from time to time across the shadows like the young lovers in *Outward Bound.* Even in the dignity and comfort of the Fort Garry Hotel, we do not quite lose him.

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"Who are these People?": There are 32 of us around the Conference table, made up as follows: The President, Miss Eleanor Anderson of Hamilton; the First Vice-President, John H. Sutherland of Vancouver; the Secretary, Charles N. Crutchfield of Shawinigan Falls, Que.; the Secretary's stenographer, Mrs. "Pat" Gelinas; three delegates from each province; the C.T.F. publicity man.

We may with profit take a look at the delegates. They are in no sense "big shots" assembled to be photographed and entertained as leaders of educational thought. They are teachers (not superintendents, departmental officials or cultured dilettanti but teachers) giving up a week of vacation to trade ideas and broaden their outlook upon education and teacher-organization. Here is a cross-section of them:

Mr. Millar MacFadyen (Kingston, P.E.I.) teaches Grades VII to X. Has the air of a progressive farmer, and is one. Also sells insurance. This is his first visit to the mainland, and he plans to go on west to see his sister in Saskatchewan.

Miss Dorothy Vernon, B.A. (Truro, N.S.) teaches Latin and Music in Junior High. Her interests are the N.S.T.U., skiing, dramatics and music.

Mr. C. A. Murray, B.A. (Devon, N.B.) is principal of an elementary school, teaching Grade VIII. Collaborates with Y.M.C.A. in Hockey and Softball community leagues; with outstanding successes to his credit.

Miss Beryl Truax, B.A. (Westmount High, Montreal) teaches French, which she keeps in shape by trips to Europe. Just missed the Athenia's fatal voyage in 1939. Interested in public affairs, and all out for vigorous reforms in Quebec schools.

Mr. Gordon Loney (Kitchener, Ont.) is principal of the Courtland Public school and teaches Grade VIII Math. and Science. Is Assistant Commissioner of Boy Scouts, and a Red Cross officer; plays golf and enjoys basement woodwork.

Miss Eleanor Boyce, M.A. (Roland, Man.) is principal of Collegiate, teaching English and Latin. Enjoys riding, curling and gardening.

Mr. Gilbert Eamer (Saskatoon) is General Secretary of the S.T.F. during Jack Sturdy's absence on war service. Otherwise would be teaching Science in high school. A speaker of real force and ability. Curls, skis and foregathers with the Kinsmen.

Mr. James A. Smith (Kitscoty, Alta.) teaches village high school. Has travelled countless miles over the gumbo tracks of Alberta on A.T.A. organization, and holds the provincial presidency by sheer merit.

Mr. W. R. McDougall, B.A. (North Vancouver, B.C.) is a high school principal and a specialist in Math. His manifold interests include the Board of Trade, badminton and camping.

We make no apology for taking up space with these brief descriptions, since it is most important for you to realize that the people around the C.T.F. Conference table are very close to you in their interests, and very sincere in their resolve to make the national organization a worthwhile instrument of educational progress.

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After the briefest preliminaries, Miss Anderson gives her presidential report (elsewhere in this issue). Madam President is a grade teacher of long experience, with a competent presence and a fearless, friendly eye. She makes good use of the Vice-President, "Johnnie" Sutherland of Vancouver, as head of the steering committee; with the result that a maximum proportion of conference time goes into creative discussion, and very little indeed to questions of procedure. Thanks to her initiative during the year, a Mobile Kitchen is serving the war-victims of Birkenhead, and bearing proudly the name "Canadian Teachers' Federation".

OUR STORY OF TRAVEL AND TRANSPORT

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The story of the evolution of travel and transport from the earliest days to the present. The book deals chiefly with Canada and covers travel by air, land and water; methods used by Indians and Eskimos, early explorers and pioneers, and industries such as the lumber trade. Told simply and graphically for pupils in elementary schools. Numerous illustrations.

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I. TRAVELLING IN THE DAYS OF LONG AGO
II. TRAVELLING IN LATER DAYS
III. YESTERDAY AND TODAY ON CANADA'S LAKES AND RIVERS
IV. SAILING THE SEVEN SEAS
V. OCEAN STEAMSHIPS
VI. THE IRON HORSE
VII. MOTOR VEHICLES AND MOTOR HIGHWAYS
VIII. UP IN THE AIR
IX. TO AND FRO IN TORONTO

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Secretary-Treasurer Crutchfield has had a busy year, as a citizen in charge of his home-town Victory Loan drive, as principal of a Technical Institute invaded by Youth Training classes for five hours each evening, and as driving-wheel of this organization with its widening war-time concerns. His report calls for remuneration of special professional war services rendered by teachers in line with others, e.g. medical examiners; for "the co-operation of the C.T.F. in the economic and social planning for the present and post-war periods in Canada;" for further assistance to British war-victims through the agency of the N. U. T. (National Union of Teachers, London); and for clarification of Income Tax exemptions allowed to teachers. And he hits the most important nail squarely on the head:

"The present war crisis has brought the fact most forcibly to the minds of all thinking people that **Education** is a very powerful force in the hands of any government whether used wisely or unwisely. For many years the dictators of Europe have realized what a powerful weapon they had in their schools and they used it to propagate their vicious doctrines. Why should democracies be behind the dictators in this respect? Why should we not use our schools to the utmost to instil in the minds of our children the value of the principles of freedom underlying our democratic state? Unless the democratic countries realize the absolute necessity of the proper education of the children of a country there will be no progress or security against future crises; **therefore, it is the duty of the members of the C.T.F. to continue to press for recognition of the value of education to the future citizens of our country, and in pressing for this recognition we should insist that teachers be carefully selected, properly trained, and adequately paid for the unique services which they will be called upon to render their country."**

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The Constitution.

Tuesday afternoon sees a business-like discussion of the C.T.F. Constitution, guided by Sutherland of B.C., out of which eventually come two changes and an addition.

1. The Second Vice-Presidency is abolished. Its original purpose was to provide an ornamental office for a lady-delegate; time has shown, however, that the ladies don't need it, since they can and do fill responsible offices quite efficiently.

2. The Past President and Vice-President are to be fully accredited members of the Conference as representatives of a Dominion-wide outlook, with their expenses paid.

And the addition is to the Objects of the C.T.F.: "To stimulate interest in, and seek to give leadership to, matters which tend to foster a national outlook and to improve general social and economic wellbeing."

Provincial Reports.

"Sounds easy when you say it fast like that," but these reports comprise 60 mimeographed pages of essential facts and are the main business of the Conference. They make good reading. There is a blunt factual assurance about this statement from B.C. which warms the heart:

"In **British Columbia** the following Minimum Salaries are **statutory, and permit of no exceptions:**

Elementary, $780 per annum.
Junior High, $1100 per annum.
Senior High, 1200 per annum.

There are no teachers in British Columbia who have any arrears of salary, and we have no record at any time of any teacher who has not been paid salary in full for each year's work." The average rural salary in B.C. is $915.

Quebec P.A.P.T. reports a minimum salary for rural teachers of $300

per year, with a special Salary Scales Committee at present surveying conditions in the province. Miss Beryl Truax presented a special report in this field, of which we hope to make use in later C.T.F. Bulletins.

In **Ontario** the legal minimum is raised from $500 to $600, and the average rural salary has risen during the past year by $30 to $759 per annum. The Teacher Federations are urging High School teachers to hold out for $1400 in the smaller urban positions, and the elementary teachers to demand $800 in the country.

In **New Brunswick**, owing to new legislation, "salaries, especially in the rural areas, show small increases owing to the increase in the minimum salary, effective this year. The act provides a minimum of $300 in districts having a valuation of $20,000 or under; $400 in districts having a valuation between $20,000 and $50,000; $500 when the valuation is between $50,000 and $200,000; and $600 in districts with a valuation over $200,000. All these are exclusive of government grants which vary from $108 to $400."

And this is from **Prince Edward Island**: "A supplementary Salary Brief was prepared and presented to the Government. Although admitting our claims as just, the Government offered little hope for any increases in the future, unless some such plan of financial assistance to our province as proposed by the Sirois Report is adopted by the Federal Government." The minimum in P.E.I. is $312.

Manitoba is in the throes of a struggle to rehabilitate a situation of sheer collapse. True, Winnipeg is now paying 95 per cent of its good-times schedule, and some of the suburban municipalities are stepping up; but in rural areas the salaries have so far declined that youngsters had to be coaxed out of Grade XII to teach on permit. Some 175 permits were issued. "None but Grade XII students were appointed and each one was selected personally." "Our committee has the assurance of the Minister that no permit will be issued this fall until Boards have made every effort to get qualified teachers by offering a salary of at least $700." The statutory minimum hitherto has been $50 a month, but the Minister assured the Committee he would advocate a minimum of $700.

"Negotiation" and "Collective Bargaining" are words of power in **Alberta** this summer, thanks to the Aberhart government. The formulation of salary schedules (real schedules rising from minimum by increments to maximum, with credit for past experience and special qualification) has gone forward steadily in all rural Divisions, and an amendment to school law is now carrying the same process into the towns and villages. The old curse of salaries in arrears is completely lifted, and cheques are now paid promptly.

Statutory Membership—in other words, **every** teacher a member of his provincial association. Here is the situation to date.

Saskatchewan and Alberta have had statutory membership for some years. This makes them so strong numerically that (together) they constitute about 36 per cent of the C.T.F. body. British Columbia could have it any time, but the teachers are not agreed on the principle. Manitoba is preparing a Bill for the next legislative session, with some hopes because "a number of teachers were elected to the Legislature, and this measure was

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Edmonton

one of the planks in their platform." In Nova Scotia statutory membership is declared "a dead issue. . . . With the scheme for a full-time organizer, we feel that our membership will increase rapidly anyway." (Congratulations, N.S., on the move towards a full-time organizer. There is no alternative, if you wish to make progress. Here's hoping you make a fortunate choice, and then give him your unstinted loyal support). In New Brunswick general opinion appears to favor statutory membership; a thorough canvass is to be made in the Fall, and if this is favorable, the matter will be brought before the Government next session. Ontario reports increasing efforts to this end, but P.E.I. and Quebec are not moving.

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Occasional pleasant interludes are furnished by the presence of old stalwarts of the C.T.F. Those introduced include Mr. E. K. Marshall, the faithful General Secretary in Manitoba who has taken care of the Conference arrangements; Mr. H. W. Huntley of Winnipeg who was C.T.F. President in 1922-23; and Mr. George Elliott of Winnipeg, a predecessor of Secretary Crutchfield. Mr. Elliott gives us a good slogan: "Keep the rope tight"; and that, I think, is what we are going to do. In passing, it seems a pity that we don't benefit more from our "old salts". Crutchfield and John Barnett are hardy perennials, so was Ricker of N.B. whom we miss this year. But the C.T.F. needs more of them at the table, especially the experienced General Secretaries like Charlesworth of B.C. and Marshall of Manitoba.

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How to GET the Larger Units? A faint note of urgency and exaspera-

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tion marks the discussion here. All over Canada grows the realization that stability, adequate support and progress in rural education are waiting upon drastic reorganization of local school control. In B.C. where the rural problem as we understand it was very small, a solution was easy. In Alberta (where it was enormous) magnificent leadership by Premier Aberhart, Deputy Minister Fred McNally, and the corps of Inspectors (with the valuable support of the A.T.A.) has effected the complete reform of rural education. But in Manitoba (whose Miniota experimental unit was a beacon-light when I was at Normal School!), in Saskatchewan and in New Brunswick, the reform gets as far as the "permissive legislation" stage and there it bogs down. So what next?

As John Barnett says, "The function of a Government is to govern. The idea that important executive actions must not be taken until the people have given specific assent is nonsense. It is not democracy but mobocracy." One wonders what sort of life the Minister of Public Works would live if his road program each year had to be blessed by a provincial plebiscite. And what sort of roads, if any, would we get? The only practical basis for democratic government is that the people shall elect to power a party with a political philosophy, and that the Government thus provided shall for a term of years use its authority and revenues to give the people the best possible social services. In Saskatchewan, we are told, Mr. Patterson's government is to spend during the year 1941-42 a record sum on Education, viz. $4,092,008. That is the people's money, and he has no moral right to pour it into a system which is slipshod, leaky, cumbrous and inefficient. If he wants a starting point, he can quite justly go to those areas where the schools are largely dependent upon provincial grants and say: "It is the money of Saskatchewan taxpayers that keeps your schools open. Much of that money is now wasted in poor management. It can't go on. You must unite and reorganize for better management and efficient service."

In short, the answer to the question, How to GET larger units, is: By courageous governments. Teacher-organizations will have to continue pushing, propagandizing, explaining; they will have to destroy the pseudo-democratic fallacy that executive acts in education must wait until the last reactionary dies. Canadian children are being cheated of available well-being until Ministers and Departments of Education get some spinach into their diet.

The publicity man, B. Battle Axe, comes in for kindly admonition from two quarters. An anonymous Winnipeg lady dislikes his pipe, and writes to say so. Much more to the point, there are some misgivings that his flair for the controversial may jeopardize the best interests of the C.T.F. or of an affiliated provincial body. However, he is reappointed for the coming year with an acclamation that leaves him a little breathless. To cover his embarrassment he fills up his pipe.

Report on Salary Schedules (S.T.F.)

Reports of World Federation of Education Associations. (Dr. Hardy and Miss Jessie Norris).

Brief of P.E.I. Citizens' Education Committee to Provincial Government.

Treatise on Value of Large Administrative Unit to Progress of Secondary Education. (S. Hambly, Alberta).

Teaching Conditions in Saskatchewan.

Education Week 1941.

Financing Education in the Canadian Provinces.

Proposal to Men of Goodwill for Educational Reconstruction.

That list gives you a fair idea of the rest of the grist which passed through our mill. Only the last two can be noticed in detail here. In his study of **Educational Finance in the Canadian Provinces,** Dr. Kenneth F. Argue of Alberta drives home our old argument for Federal Aid with facts and figures to show that the distribution of educational load (i.e. of children requiring school) is vastly different from the distribution of ability to pay for education. Let these two columns (adapted from tables I and IX) tell the story.

	No. of Children Age 5-17, per 1,000 Adults, Age 20-69	Amount of Net Production (Average 1935-6-7) behind each child of school age
British Columbia	357	$1253
Ontario	419	1279
Alberta	510	787
Manitoba	515	651
P.E.I.	538	423
Nova Scotia	549	590
Quebec	580	715
Saskatchewan	596	415
New Brunswick	606	477

Dr. Argue has also some important statistics on Educational Performance and Educational Effort for the nine provinces. This document is a first-class job of pioneering, and we hope that the author will be kept busy mailing copies to intelligent educationists throughout the Dominion. (His address is—College of Education, University of Alberta, Edmonton) .

The New Education Fellowship met at Ann Arbor, Michigan, in July. Reports of the gathering by Miss Anderson, Mr. G. F. Patten (Ont.) and Mr. Raymond Shaul (Alberta) were heard with great interest. Mr. Shaul brought to us the document "Proposal to Men of Goodwill for Educational Reconstruction", which is of such moment as to require a bulletin to itself. But it amounts to this:

Behind the war lie evil causes which must be eradicated by inspired, apostolic education. As a result of the war, children will be starving; adolescents will be untrained, derelict and cynical; adults will be deeper than ever in hatreds and spiritual bankruptcy. Educators have a tremendous job ahead.

The New Executive, 1941-42:

President: John H. Sutherland, of Vancouver.

Immediate Past President: Miss Eleanor Anderson, Hamilton.

Vice-President: Raymond E. Shaul, Edmonton.

Secretary - Treasurer: Charles N. Crutchfield, Shawinigan Falls.

Provincial Members:

P.E.I.: G. Edison MacDonald.

N.S.: H. H. Wetmore.

N.B.: F. S. Keirstead.

Que.: C. J. Fraser.

Ont.: Miss Pearl Campbell.

Man.: Miss Eleanor Boyce.

Sask.: W. Lloyd.

Alta.: J. A. Smith.

B.C.: W. R. McDougall.

And so home across the prairies, with the tinhatted pygmy, universal man helpless among his machines, perched on our shoulder. That's what it is to be an educator.

B. BATTLE AXE.

ALBERTA FALL CONVENTIONS: Committees are urgently requested to supply head office with the names and addresses of their officers. (See page 37 for Fall Conventions).

How do your Pupils rate in this Dental "Question Bee"?

Ask your pupils to answer "True" or "False" to the statement with each picture. See what marks they get. It's an interesting way to help teach them important facts about modern dental hygiene.

↑These children are learning how to keep their smiles bright. True or False?

TRUE. The teacher is showing them the way to massage their gums. The index finger is placed outside the jaw to represent the tooth brush and rotated from the base of the gums toward the teeth. Every time the teeth are cleaned, gums should be massaged, for sound teeth depend upon healthy gums and a bright, sparkling smile upon both.

←Soft foods are better for teeth and gums than hard foods. True or False?

FALSE. Hard foods are better because they require lots of chewing, give gums the exercise they need. Because we eat soft foods so often, we should provide our gums with extra stimulation by massaging them with Ipana.

←Parents as well as children should massage their gums regularly. True or False?

TRUE. In fact, many parents have learned about gum massage and its value from their children. Thus, in thousands of schools, the classroom drill in gum massage is often a direct benefit to the dental health of the whole family.

The makers of Ipana have prepared a striking health chart, in full colour, which is helping teachers all over the country in their class drills in gum massage. They will gladly send you one to hang in your classroom. Send your name and address to Bristol-Myers Company of Canada, Ltd., 1238 Benoit Street, Montreal, P.Q.

Published in the Interest of Better Health by Bristol-Myers Company of Canada, Ltd., Montreal, Que.

Canadian Teachers' Federation

PRESIDENT'S REPORT, 1941

TO have been chosen as the President of this important body is a great honor, but to be chosen as its Secretary-Treasurer is an assurance that there will be no limit to the calls made upon one's time and energy, and, strange to say, on one's patience. As I follow the correspondence that goes out from our Secretary's office, I fully realize who carries the load. From Mr. Crutchfield's report you will only get a glimpse of what he does after school hours. My sincerest thanks to him for coaching a "suffragette" president.

I have always felt that as teachers we do not give enough publicity to our organizations and so, as I travelled about my own province this year, I have tried to present to the groups the objectives and some of the accomplishments of the Canadian Teachers' Federation. The publicity must continue to grow until we have a well-informed and enthusiastic membership. Our Provincial Organizations must not become so engrossed in their own problems that they lose sight of the importance of the parent body. There is much to be done for the future of Canada and the teachers individually and collectively must have some part in pointing the way.

During the year I have represented the C.T.F. at a number of gatherings, a dinner of the Executive of the W.F.E.A. held in Toronto, a luncheon of the Ontario Educational Association and a reception for Dr. Counts, who is President of the American Teachers' Federation.

In November, with Mr. Crutchfield, I attended a meeting in Ottawa called by Mr. Blakeny, Minister of Education for New Brunswick, to discuss the need for a definite step in the teaching of citizenship. Out of this meeting developed, "The Canadian Council of Education for Citizenship." I shall not give any details of the work of this Council as Mr. Crutchfield will be giving a full report.

On November 11th through the generosity of the CBC, Mr. F. R. Bolton, of Outlook, Sask., our second Vice-President and I spoke to the people of Canada. For my address I chose the general theme for Education Week, "Education for Democracy in Peace and War", and as subtopics the responsibility of the home, the school and the church, for that education. My voice reached Calgary and St. John, N.B., and as far south as Marked Tree, Arkansas. My "fan mail" was thrilling.

Teachers everywhere are asking, "What is my place in the great war effort? What can I do to win the Peace?" We have a great and difficult duty in war time. More than any other group in a community we are the guardians of the future. The pupils in our schools now, have our future in their hands. When this struggle is over the products of our schools will have to repair the damage done. This duty of the teacher involves a jealous guardianship of the proper function of schools and education.

Two of the bulletins, namely, "England Hath Need of Thee" and "Thoughts by England Given", written by our own Mr. A. J. H. Powell, show us clearly what is the most important duty of every teacher. He says, "It is the prime duty of every teacher at this time to strengthen in our children and in their homes all the impulses and influences which will help the British Commonwealth to win the war." We sincerely thank Mr. Powell for the excellent work he has done for our Federation.

The financial war effort of the C.T.F. has been a bit disappointing. Were we too ambitious? Did we act too quickly before our plans were laid? $50,000 did not seem a great sacrifice on the part of over 60,000 teachers. Yet, we did not reach our objective. I was proud to see our name on the picture of the Mobile Canteen in Birkenhead, Eng. It may stimulate us to a greater effort.

I would like to express my appreciation to the Executive, and, also, to the secretaries of the Provincial Federations for their splendid co-operation.

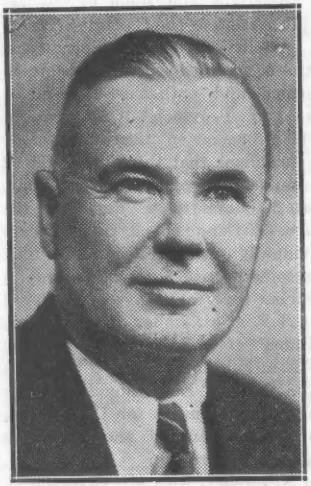
We are looking forward to a splendid Conference in Winnipeg. We hope that you will enjoy the fellowship of the delegates from the other provinces and that our discussions will be an aid in solving the problems or giving an impetus to the work of your own provincial organization.

Respectfully submitted,

ELEANOR ANDERSON,
President of the C.T.F.

Obituary

MISS MAY BRAZIL, announcement of whose death at Edmonton on May 5th last appeared in our June issue.



M. F. McFADYEN

To all who have been associated with Malcolm Findlay McFadyen, teacher at the Edmonton Technical School for the past 22 years, his passing at Edmonton on June 23rd last is a distinct loss. On behalf of the Association we extend sincere sympathies to his family and friends.

It is with regret that we announce also the recent death at Calgary of **HUBERT BRYCE LOVE,** for 18 years a member of the Calgary teaching staff, always a member of this Association and one time secretary-treasurer of the Calgary High School Local; and at Edmonton of **MISS JEAN STEVENS,** teacher in Edmonton during the past 18 years, lately a staff member at the Highlands School.

For King and Country

IN the Feburary and April issues of The A.T.A. Magazine were published the names of those teachers who are serving in His Majesty's Forces. Since the second list appeared in the Magazine the undernoted teachers have also left their classrooms for war service, swelling the total number of Alberta teachers absent on war duties to 210.

St. Mary's School Division—Willard M. Brooks.

Foremost School Division No. 3—Frederick H. Fisher.

Acadia School Division No. 8—Ernest L. Plaster.

Peace River School Division No. 10—William B. Cairns and W. L. Thompson.

Lac. Ste. Anne School Division No. 11—T. F. Johnson and G. S. Stewart.

Clover Bar School Division No. 13—William L. Gutierrez, A. Ross Holmes, R. Montgomery, Richard Scragg.

Grande Prairie School Division No. 14—Norman Floen.

Rocky Mountain School Division No. 15—Alvin E. Ehnisz, Barry E. Lynn, Gerald A. Martin, Roy Wadson.

Camrose School Division No. 20—M. J. Gayfer, Arthur J. Ireland, Hugh D. James, R. Prescott Pearson, Clifford O. Simonson.

Two Hills School Division No. 21—Gerald W. Krucik, Joseph E. Morgan.

Killam School Division No. 22—J. C. Hamilton.

Sturgeon School Division No. 24—James Melville Bell, Melvin A. Carrico, William Wynnychuk.

Provost School Division No. 33—Leon Wendt.

Ponoka School Division No. 34—Allan G. Norem.

Red Deer School Division No. 35—James M. Mann.

Pembina School Division No. 37—Richard Harris, Thomas A. Norris.

Wheatland School Division No. 40—J. C. Hickey, M. L. Johnson.

Athabasca School Division No. 42—Fred Dorward, J. R. Roxburgh, James Wood.

E. I. D. School Division No. 44—Joseph A. Noviski.

St. Paul School Division No. 45—Thomas H. Murray.

Bassano School District No. 2131—Stewart Meeres.

Bawlf School District No. 1463—A. A. Aldridge.

Cadogan School District No. 2033—William P. Smith.

Calgary School District No. 19—Murray Cliff, A. S. Currie, I. Gislason, W. C. McRoberts, K. B. Meiklejohn, F. L. Parker, R. W. Watson.

Camrose School District No. 1315—James R. Munn.

Champion Con. School District No. 40—O. P. Thomas.

Coalspur School District No. 3674—Clair Hardy.

Delia School District No. 3261—Lloyd D. Staples.

Drumheller School District No. 2472—A. L. Schrag.

Edmonton School District No. 7—L. M. Campbell, T. V. Newlove, Wilfred Pilkington.

Edmonton Separate School District No. 7—F. W. Coffey.

Edson School District No. 2298—S. Bruce Jacobs, Herman Martell.

Gadsby Con. School District No. 21—Bruce C. Bell.

Hay Lakes School District No. 3876—John E. Lyle.

Lacombe School District No. 243—Leslie Mathieson.

Lougheed School District No. 1792—Dave T. Walmsley.

McLennan School District No. 3382—W. E. Dempsey.

Medicine Hat School District No. 76—G. H. Davison.

New Norway School District No. 439—Charles W. Johnson.

Nordegg School District No. 3211—Robert Leitch.

North Equity School District No. 4821—William A. Adair.

Okotoks School District No. 178—P. E. Page.

Peace River School District No. 2526—Brian M. Piercy.

Rocky Mountain School District No. 2590—Eugene T. Cook.

Sylvan Lake School District No. 2595—G. W. Paul.

Westlock Con. School District No. 70—Frank J. Edwards.

Wetaskiwin School District No. 264—Dean A. Colpitts, James C. Whenham.

RECENT DEPARTMENTAL APPOINTMENTS

During the past summer a new High School Inspector and six divisional superintendents have been selected by the Department of Education. The Association wishes to extend to each one hearty congratulations and wishes for success in his new field.

HARRY T. SPARBY, B.Sc. '33, M.A. '39 (Alberta), has moved from the Athabasca School Division to Lethbridge as Southern Alberta High School Inspector. Well known to teachers throughout the Province, he has served on the Provincial Executive while principal of the Grande Prairie S.D.

J. R. STANLEY HAMBLY, B.Sc. '40 (Alberta), is an Alberta product, having received his early education at Fort Saskatchewan and Camrose. A graduate of Camrose Normal School in 1926, he taught in rural and village schools until 1930, when he joined the staff at Fort Saskatchewan. With only two years' leave of absence from his duties as principal of the school, Mr. Hambly has attained his B.Sc. degree, the High School Teachers' Certificate, and is well on his way toward the degree of B.Educ. His appointment as superintendent of the Acadia Division takes him now to Oyen.

WILLIAM E. HODGSON, B.A. '35 (Alberta), is a native of Cumberland, England. He received his early education at Olds, and Calgary Normal School. While at Alberta University he won a scholarship in history, then continued his studies in education, graduating with the High School Teachers' Certificate in 1937, and is now completing the requirements for the B.Educ. degree. Mr. Hodgson has taught fourteen years in Alberta schools, mainly at Olds and Calgary. He will replace Mr. Sparby as superintendent of the Athabasca Division.

ROSAIRE RACETTE, B.A. '24 (Laval), came to Alberta from eastern Canada in 1922. After attending the Graduate Class of Calgary Normal School he taught in elementary schools until appointed vice-principal at Blairmore in 1930. While there and during the past year as vice-principal at St. Paul, which now becomes his headquarters as divisional superintendent, he was prominent in local A.T.A. activities.

ISIDORE GORESKY, B.A. (Manitoba), M.A. '29 (Alberta), taught in Manitoba, coming to Smoky Lake S.D. in 1926, where he remained until 1935. After being granted the High School Teacher's Certificate from the College of Education he joined the Edmonton staff in 1937. While teaching he served several years as M.L.A. for Whitford constituency. Mr. Goresky will make his headquarters as superintendent of Neutral Hills Division at Consort.

EDWIN C. MILLER, B.A. '33 (Queen's), hails originally from Ontario. After graduating from Regina Normal School in 1922 he taught seven years in Saskatchewan rural and village schools, after which he joined the Vegreville High School staff, whose principal he has been since 1935. Mr. Miller now goes to Provost School Division as superintendent.

LEO W. KUNELIUS, B.Sc. '34, M.A. '38 (Alberta), graduate also of Camrose Normal School and the College of Education, has to his credit three years' rural and six years' High School teaching, lately as principal of Willingdon S.D. One of his undergraduate years he spent as exchange student at McGill; the summer of 1937 saw him in Europe on an educational tour interested mainly in co-operatives and adult education, while 1939 led him to Northwestern Graduate School of Education. Mr. Kunelius will continue as editor of the "Enterprise in School Activities" department of this Magazine while taking up his new duties as superintendent of Taber Division.

S. Hambly

W. E. Hodgson

E. C. Miller

L. W. Kunelius

Official Bulletin, Department of Education

No. 54

RECONSECRATION WEEK

September 10th - 17th

The Hon. J. T. Thorson, Minister of National War Services, has asked for the co-operation of the Alberta Department of Education in patriotic exercises of Reconsecration Week. A school programme has been prepared by the Canadian Council on Education for Citizenship, which will be sent out to all schools of the Province on September 20th.

Because of the unfortunate epidemic now prevailing in the Province, our Alberta schools will remain closed during the greater part of Reconsecration Week. Nevertheless, it will be possible for all schools to carry out the Reconsecration Programme during the week of September 15th-22nd, or as soon thereafter as is possible.

To every school a packet will be sent containing copies in English, or in French, of the Proclamation, the Reconsecration Prayer, the record of Canada's war effort, and the Reconsecration Week Programme. Teachers are asked to distribute this material amongst the pupils, and to arrange with a local committee of the community to carry out the programme as a community undertaking.

AIR CADETS

The Air Cadet League of Canada, sponsored by the Department of National Defence for Air, has set out the following schedule of basic training for Air Cadets:

Group A:	
Aero Engines	12 hours
Airframes	9 hours
Model Building	30 hours
Theory of Flying	15 hours
Knots and Splices	6 hours
Total	72 hours
Group B:	
Physical Training	24 hours
First Aid	9 hours
Mathematics	18 hours
Group C:	
Administration	6 hours
Aircraft Recognition	6 hours
Armament	6 hours
Drill	36 hours
Maps and Map Reading	12 hours
Signals	27 hours
Total	93 hours

In certain approved centres of the Province, the subjects of Group A may be included in the regular classroom instruction given to students who are taking General Shop 1 or 2. These centres may be the following: Calgary, Edmonton, Lethbridge, Medicine Hat, Drumheller, Red Deer (with Penhold and Rocky Mountain House), High River, Claresholm and Macleod. It was agreed that the R.C.A.F. will provide aero engines and such other similar accessories as may be required. The Local Committee will assume responsibility for providing material for aeroplane models, even to the extent of providing miniature engines and flying models.

"B" standing, at least, in General Shop 1 or 2, will be required of Air Cadets.

The subjects of Group B are all subjects of the Alberta intermediate-school and high-school programme. Since Physical Education and First Aid are part of the programme in

Physical Education which is compulsory for all students in these grades, the Air Cadets will be able to satisfy the requirement of the Air Cadet Syllabus in Physical Training and First Aid by taking the regular school courses. The same arrangement will apply with respect to Mathematics. A student who has obtained a Grade IX Diploma with at least a "B" standing in Mathematics, and who in Grade X has been granted credits in Algebra 1 with a "B" standing, and who furthermore has passed in Grade XII the Departmental examination in Trigonometry and Analytical Geometry with a "B" standing, will have completed the full requirement of the Air Cadet Syllabus in Mathematics.

"B" standing, at least, in each of the subjects of Group B will be required of Air Cadets.

Standing in the subjects of Group C will be granted under conditions similar to those now obtaining for Military Cadets. It is further agreed that Air Cadets who have been recommended by the proper authorities for standing in the subjects of Group C will be granted two high-school credits under the same conditions as are required for the granting of the same number of high-school credits to Military Cadets, which are the following:

(1) The instruction shall be given **out of school hours** during at least two periods a week, each of at least 35 minutes.

(2) The course will have the practical status of a Second-Year General Elective of the high-school programme.

(3) Standing in Health and Physical Education 1 is to be a prerequisite to the course in these Group C subjects. Accordingly, two (2) high school credits will be granted to boys having "B" standing in Health and Physical Education 1 who complete the course in Group C subjects with satisfactory attainment.

(4) For credit purposes the instructor must be a teacher properly qualified for the teaching of Second-Year and Third-Year high-school subjects, and he must also hold such qualifications for Air Cadet instruction as are approved by the proper authorities.

(5) The instruction must be satisfactory in respect to quality, amount and facilities, to the Department of Education.

It is agreed that in the set-up of the foregoing plan, the responsibility of the schools and of the Department of Education will be limited to the following arrangements:

(1) The acceptance for two (2) high-school credits, under the conditions set forth above, of instruction in the subjects of Group C out of school hours.

(2) The adapting and modifying of the programme in General Shop 1 and General Shop 2 in order to make it possible for Air Cadets who take instruction in these General Shop Courses to satisfy the requirements of the Air Cadet Syllabus.

(3) With respect to the subjects of Group B, the schools will have no responsibility other than that of providing the regular instruction in these subjects in accordance with the programme of studies.

(4) To co-operate with the Air Cadet instructors in such a way that the records of standing or credit secured by Air Cadets in the subjects of Group A or Group B may be made available, in order that the Air Cadet authorities may determine when the Air Cadets have completed the full requirement of the Air Cadet Syllabus.

For information regarding the organizing of Air Cadets units, apply to Flying Officer Bowman, No. 4 Training Command, Regina, Saskatchewan.

CHANGES IN THE HIGH-SCHOOL REGULATIONS

The regulations for the year 1941-42 are those for last year with but little change. The following changes should, however, be noted by all high-school principals and teachers,

and by inspectors, and divisional superintendents and boards:

Music

(1) The table appearing on page 35 of the Regulations for 1941-42 is a revised table, the requirements for standing in Music through private study having been materially lowered.
See also the Special Note on the inside of the front cover of the Regulations.

Credits, Student Load and Authorized Programme

(2) See page 8, No. 4 (c) and 5 (a).
See **especially** page 10, No. 8 (e), sections (i) to (v).
See page 21, No. 7, (a) to (b).
See page 22, No. 6 (b) and (c).
See **especially**, page 23, No. 7 (d), and note that credits may be granted in both General Science 2 and Biology 2.
See page 24, No. 1 (a) and (b).
See page 39, No. 7 (i) to (v).
See page 41, No. 11, and **especially** No. 12: "No student in such a school may be granted more than thirty (30) high-school credits in one year."

Fourth-Year Students

(3) See particularly, page 11, No. 8 (c) section (v).

Private Students and Night School

(4) See page 39, No. 7.

Correction

(5) On page 41, re No. 10 (iv): "If in such a school Grade IX is not represented, etc." Change the words "such a" to "a one-room."

Trigonometry and Analytical Geometry

A new textbook proposed under the direction of the Department of Education, is now available for distribution, and is to be tried out during the year 1941-42. The author and the Mathematics Sub-committee have already consulted with some of the Mathematics teachers of the Province, and now ask for the co-operation of all these teachers in their use of the book for the current year. Teachers are asked to report to the author or the Supervisor of Schools any necessary corrections, and any suggested changes in content, exposition or exercises in order that the book, when finally released in book form, may be closely adapted to the needs of Alberta students.

The teacher may well begin Chapter I informally, with a test question, using Ex. 3 (a), Art. 4, say. With such an exercise, scale detail, interpolation, variable, range and scale modulus can all be discussed.

Art. 8 (Chap. I) may be deferred until Art. 22 (Chap. III) is reached.

Appendix B of the text contains two nine-inch scales for a slide rule. The rule should be made only under teachers' supervision. The sheet with the scales can be removed from the text and given to the teacher until the construction is to be made. Detailed instructions are given in the Manual.

Teachers' Manual

A Manual has been prepared for teachers who use the new textbook in Trigonometry and Analytical Geometry, and may be had free of charge from the General Office of the Department of Education.

This Manual will be found very useful. It contains many suggestions for using the text material, and a detailed description of a procedure for revising the textbook on the basis of classroom findings. It is hoped that the teachers will treat this work as a co-operative project in the teaching of Mathematics.

New Correspondence-School Regulations

Attention of teachers is directed to certain new regulations governing correspondence students:

1. All correspondents are expected to familiarize themselves with the content of the Correspondence School Branch Bulletin. Students registering for correspondence courses will be assumed to have done so and will be expected to respect all regulations appearing therein.
2. Grade IX students who by the middle of May have not completed 65 per cent of their work in the optional or compulsory courses will not be permitted to write the Grade IX examinations during June immediately following.

3. Grade XII students who by May 15 have not completed 65 per cent of their lessons will not be permitted to write on the Departmental Examinations in June.
4. Students taking any High School subjects by classroom instruction, will not be permitted to take Health 1 by correspondence.
5. Students taking any subjects by classroom instruction will not be permitted to take English or Social Studies by correspondence if they are taking subjects of the same grade level at school.
6. The correspondence course in French 1 will be supplemented by a course in spoken French to be given over radio station CKUA. This course will be an integral part of the correspondence course; therefore no student should register for French 1 who has not access to a radio that brings in clearly the programmes from this station.

   As these French lessons are expected to begin early in October, no registration in this subject can be accepted after October 15th.

   Teachers are advised that the regulations governing admission for training in nursing, as they appear in the Correspondence School Branch Bulletin, are valid only until the end of May next.

Corrections—

The text book "The Open Door English Book Series," as listed in Part 5, Correspondence School Branch Bulletin at 75c should be listed at $1.50.

Instruction in Algebra 2 may be taken by students who have obtained a "B" standing in Algebra 1 or General Mathematics 2.

Instruction in Trigonometry and Analytical Geometry, may be taken by students who have obtained a "B" standing in Geometry 1 or in General Mathematics 2.

This supersedes the regulation appearing on Page 25 of the Correspondence School Bulletin.

WEED BULLETIN

The Department of Agriculture has published a new edition of its bulletin on Alberta Weeds. A copy of this bulletin should be placed in every classroom library. Copies are available from the General Office of the Department of Education.

RE FRENCH 3 and LATIN 3

The reading book for French 3 this years is "Sans Famille," the same book that was used last year.

The prescribed reading in Latin 3 is as shown for year 1941-42 on Page 25 of Bulletin I.

RE GEOLOGY 1

Recommended as a reference book for the use of teachers and students: **"Geology for High Schools"** by M. B. Crockford, Institute Press.

This book gives a good general survey, is up-to-date, and is published at a moderate price.

The geological table on Page 63 of Bulletin IV has been revised; another list of geological reports available from the University of Alberta, shown on Page 55 of Bulletin IV, has also been revised.

A bulletin showing the revised table and the revised list of reports may be had from the General Office of the Department of Education.

RE VOCATIONS AND GUIDANCE

Many high-school principals and teachers attended the Workshop for Guidance at the Department's Summer School this year. It is expected that these teachers will give leadership in setting up a "guidance service" for all the larger intermediate and high schools of the Province.

Later in the year, it may be advisable for the Department to issue a Bulletin on School Guidance with the co-operation of teacher, principals and superintendents.

SCHOOL BROADCASTS

The Alberta School Broadcasts will begin about October 6th. Annotated schedules of these broadcasts will be available at the end of September.

NEW BOOKS RECOMMENDED FOR REFERENCE

Problems of Modern Europe: Jackson and Lee. Cambridge University Press. (Macmillan Co.) A very useful book for Grade XII students of Social Studies.

This Modern Age: F. C. Happold. Christophers Co., Toronto.

A Contemporary History (Between two Wars): A. B. Theobald. Longmans Green Co.

Look at Latin America: Headline Books, No. 27—Foreign Policy Association.

Challenge to the Americas: Headline Books, No. 26—Foreign Policy Association.

America's Choice Today: World Affairs Pamphlet No. 9—Foreign Policy Association.

Greece and the Greeks: Walter Miller. Macmillan Co.

Jean Val Jean, as told by Solomon Cleaver. Clarke, Irwin Co. Should be added to Group II of the books listed for Free Reading on Page 26 of the Revised Programme of Studies for the Intermediate School (1941 Edition).

One-Act Plays: Webb. Macmillan Co. This book and the following will be satisfactory substitutes for the Knickerbocker book, in classes where a change may be desired.

The Play Book: Carter and Ogden. Harcourt-Brace Co.

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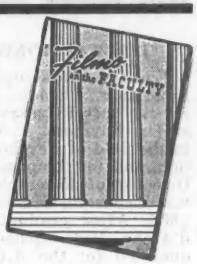

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Speakers at Fall Conventions

DR. RAYMOND F. HAWK

Eastern Washington College of Education, Cheney, Washington, has for the past 18 years had the services of Dr. Raymond F. Hawk as teacher in the field of Psychology and Education, and for the past 10 years also as Director of Research. His birthplace was Lewiston, Montana, in the year 1893. After graduating from Coeur d'Alene High School in Idaho he qualified for the A.B. Degree at De Pauw University, Greencastle, Indiana, the Master's Degree at Stanford University, and later the Doctor's Degree from Washington State College. During a lifetime spent in the furtherance of education he has been school superintendent, high school principal, deputy county superintendent and college teacher. He has assisted on many state committees, among them being the Washington State Curriculum Commission, the State Course of Study Committee and the Field Service Committee of the Washington Educational Association. His experience in directing state experimental projects as well as his specialized knowledge of the field of Psychology and Education will provide inspiration to teachers at Alberta Fall Conventions from October 6th to 16th.

DR. CLARK M. FRASIER

Vice-President of the Progressive Education Association, whence have come the majority of our outstanding visiting educationists in the past few years, is Dr. Clark M. Frasier. From his birth in 1896 at Marlette, Michigan, to his present position as Director of the Laboratory School and Professor of Education at Eastern Washington College of Education, his career in education has been broken only by a period of service with the A.E.F. in France and the Army of Occupation in Germany. Today he is a Post State Commander for the American Legion. Dr. Frasier's early education was received in Michigan. Later he enrolled at Colorado State College of Education, of whose faculty he has also been a member. For graduate study he chose the Vanderbilt University and the George Peabody College in Nashville, Tennesee. Other faculty posts which Dr. Frasier has occupied were at Montana and Idaho Teachers' Colleges, and the Colorado State College. He will be heard in Alberta on convention days from October 16th to November 7th.

FALL CONVENTION TIME TABLE

1941

Groups, Dates and Places of Meeting approved by the Department of Education.

DATE	PLACE	LOCALS CONCERNED	SPEAKER PRESENT
October 6 & 7 Monday & Tuesday	St. Paul	Bonnyville & St. Paul	Monday (p.m.) Tuesday (a.m. & p.m.)
October 7, High Sch. Tuesday	St. Paul	Bonnyville, St. Paul and Two Hills	Tuesday (a.m. & p.m.)
October 7 & 8 Tues. & Wednesday	Two Hills	Two Hills	Wednesday (a.m. & p.m.)
October 9 & 10 Thursday & Friday	Vermilion	Vegreville, Vermilion	Thursday (a.m. & p.m.)
October 10 High Sch. Friday	Vermilion	Vegreville, Vermilion, Holden & Wainwright	Friday (a.m. & p.m.)
October 9 & 10 Thursday & Friday	Wainwright	Holden, Wainwright	Friday (a.m. & p.m.)
October 14 & 15 Tues. & Wednesday	Camrose	Killam, Camrose, and Provost	Tuesday & Wednesday (a.m. & p.m.)
October 16 & 17 Thursday & Friday	Edmonton	Clover Bar, Sturgeon, Wetaskiwin, Edson, Lac Ste. Anne, Lamont, Smoky Lake, Stony Plain & Athabasca	Thursday & Friday (a.m. & p.m.)
October 20 & 21 Monday & Tuesday	Calgary	Calgary Rural, Olds, Foothills, Wheatland, Drumheller, Bow Valley	Monday & Tuesday (a.m. & p.m.)
October 22 Wednesday	Calgary	Calgary City	Wednesday (a.m. & p.m.)
October 23 & 24 Thursday & Friday	Edmonton	Edmonton City	Thursday & Friday (a.m. & p.m.)
October 23 & 24 Thursday & Friday	Westlock	Pembina	Thursday p.m. & Friday a.m.
October 27 & 28 Monday & Tuesday	Coronation	Castor, Neutral Hills	Monday (a.m. & p.m.)
October 27 & 28 Monday & Tuesday	Hanna	Berry Creek, Sullivan Lake, Acadia	Tuesday (a.m. & p.m.)
October 30 & 31 Thursday & Friday	Red Deer	Red Deer, Rocky Mountain, Ponoka, Stettler	Thursday & Friday (a.m. & p.m.)
November 3 & 4 Monday & Tuesday	Lethbridge	Lethbridge City and District	Monday & Tuesday (a.m. & p.m.)
November 6 & 7 Thursday & Friday	Medicine Hat	Medicine Hat City and District	Thursday & Friday (a.m. & p.m.)

N.B.—Convention executives are advised to make provision for a **High School sectional group** at each convention to enable those High School teachers serving in the convention area to meet together and discuss common problems. The High School sectional group wil be part and parcel of each convention.——**Please advise head office of the names and addresses of your convention executive.**

SALARIES--Report of Salary Committee of Central Executive

By T. D. BAKER, Chairman, August 10, 1941

I. A report is made at this time to give you the present salary situation in the province and to suggest probable future action of this committee. Suggestions and criticisms with regard to such action will be appreciated.

II. **General Picture.** The efforts of the past year have been in large measure successful. The work is not yet finished nor have we returns enough to make a complete picture, but there has been a definite increase in salaries throughout the province. This means a rise in the average **monetary** income of teachers in the coming school year, but because of increases in the cost of living which have gone ahead of increases in salary, it is doubtful if there will be a rise in the **real** income of teachers. The cost of living index stood at 111.2 in August, 1941, as against 100.1 in August, 1939. Teachers' salaries have not yet increased 11 per cent. Although definite salary increases have been made, this committee finds that we cannot continue to make such gains, or even to hold those we have made, unless we are prepared to follow a different course of action. An economic situation was facing us and was met by a direct attack on one point—salaries. But the salaries of teachers, perhaps more than those of any other group, are inseparably bound to farm income and price levels, since the farm taxpayer bears the largest share of the expense of education in Alberta. We are convinced that unless the teacher as a factor in education has the backing of the public in general and of the farmer in particular, his economic position will never be secure. Therefore, we feel that the program of the salary committee ought to be expounded and placed upon a broader and sounder basis to include community confidence.

Teachers' salaries are an important part of the Costs of Education. Unless the taxpayer is convinced that he is deriving adequate returns from those educational costs, he will continue in his efforts to maintain them at their lowest possible point. Not at the point of optimum, but of minimum service. It lies with the teaching profession as a body to change this attitude, to convince the taxpayer that the interests of the teacher are his interests, and to cause the farmer to fight as strongly for education as he himself is now fighting to provide a well-balanced and permanent farm economy. We could then remove our salary committees, provincial and local, and direct all our energies into the work of Education with the assurance that the taxpayer would recognize that adequate salaries for teachers must accompany adequate educational facilities.

The committee feels that we must begin such a program to bring educational problems before the public, to create an understanding between teacher and taxpayer, and to create in the teacher himself an appreciation of the problems of the taxpayer. The field of education extends far beyond the classroom and the teacher has much that might be offered outside of school. We can see only benefits accruing to the body as a whole from such action.

III. **Progress in Salary Negotiation.** This has been an important year, since for the first time graded schools have been required to set up salary schedules. We wish to thank those who have maintained touch with head office or with their Executive member throughout the period of their negotiation. It is impossible to contact

everyone so it is of great assistance to know how things are going in various centres.

We also wish to congratulate that great majority who kept faith with the Association when making application for new positions in spite of the fact that at times it appeared impossible to do so. We are glad to say that to our knoweldge not one person has suffered loss of a position by so keeping faith.

IV. Town and Village Schedules.

It is not possible at this date to give a summary of schedules received. Such a summary may be printed in this magazine when returns are more complete.

In general, school boards accepted the principle of salary schedules for graded schools very happily and in most cases reported, granted increases in salary. Take three schools across central Alberta as examples—one school will pay three teachers $485 more in 1941-42 than in 1940-41; another with eleven teachers will pay ten teachers continuing in their service $850 more; a third has agreed to pay $1400 in two years to six teachers, $700 in 1941-42 and $700 in 1942-43 when annual increments will come into effect.

The Executive is well satisfied with such returns as have been made. We strongly urge all staffs to see to it that a copy of each schedule is forwarded when completed to the A.T.A. office. As an example of a completed schedule, we are sending to principals the agreement signed by the representatives of the board and staff of the Carstairs School District, Number 642, and sealed with the official seal of the school district.

During the Summer Session, General Shop and Home Economics teachers met to discuss their salary problems. It would appear that in some cases these teachers are not being included in salary schedules. Some difficulty arises because many of them teach in two or more centres. However, some arrangement should be made for them in the schedules concerned. One schedule not yet signed has the following clauses mutually agreed to in addition to payments for certificates in special subjects:

"1. A Shop teacher shall receive $100 per year for an Advanced Shop Certificate.
2. High School teachers shall receive $100 per year for a University degree."

(Eight years' work is necessary to complete the Department of Education requirements for Advanced Certificates in General Shop or Home Economics.)

In a few centres difficulties which have arisen appear to come from two main sources:

(1) The Board admittedly has followed other than legal advice in the matter of compiling and adopting a schedule and as a result was not prepared to meet the representatives of the staff and get down to proper procedure in negotiation.

(2) The staff has made demands without due consideration of the problems relating to taxation and finance which faced the Board. No common ground could be found and negotiations were suspended.

Fortunately, such conditions are not general. Firm confidence is felt in our ability to come to an agreement in all graded schools early in the new school year. To date any cases turned over to the Central Executive have been settled in a satisfactory manner and cordial relations have been established with some hitherto "difficult" boards. We expect that this harmony of feeling between the Association and the various school boards will continue to grow as board and teacher meet to consider common problems in a spirit of friendship and compromise.

V. Divisional Schedules.

Three conditions applied to salary

negotiations in the divisions this year:

(1) The Board and teachers' representatives reached an agreement more or less quickly. Here the Board generally recognized that its schedule called for an upward revision and granted one.

(2) Agreement could not be reached on all points under consideration and negotiations were left open until September.

(3) A state of deadlock was reached and the matter referred to the Central Executive for action with possible resort to arbitration.

Committees of the Executive met with five divisional boards during July and August: Wainwright, Wheatland, Olds and Vegreville at the request of the teachers; Sturgeon at the request of the Board. Here again cordial relationships were established. Agreements reached have yet to be ratified by the teachers

As in the case of graded schools we have not yet received returns from all divisions which have completed negotiation. We urge the salary committees to get these in as soon as possible.

So far we have avoided serious quarrels, legal action, and arbitration. We plan continuing so to do. With every teacher taking an active part in his professional organization, with a growing program of education within that profession accompanied by a growing harmony between teachers and other groups, we believe that, in the end, all will be well.

VI. Future Policy.

Such a program to bring closer harmony between teacher and taxpayer presents two immediate requirements for the teacher. First, the creation of a strong professional feeling amongst the rank and file of teachers. Second, a sympathetic understanding of the problems of the farmer. These are both necessary before we can hope to gain the confidence of the community as a whole in any question of salary. Some experiences this summer would indicate that in certain cases there is a lack of professional responsibility. This is a problem to which the Executive may have to give careful consideration and, possibly, action. If in the end we had one united body of teachers in this province going forward with a clear picture of the jobs ahead of them and with a definite purpose in mind, the time and money would be well spent.

Appreciation of the problems of rural and urban groups in any way associated with the school can be secured if all teachers and teachers' groups make themselves responsible for a knowledge of such problems. A considerable body of material could be gathered through a central committee that would be responsible for its compilation, for finding factual data, and for securing material on problems presented by individuals and groups.

It may be that such work as has been considered might best be tied in with that of another committee of the Central Executive under Mr. R. E. Shaul and Dr. H. E. Smith. This committee has recently been charged with the development of an Adult Education Campaign aimed at acquainting the general public with the possibilities and objectives that should be attainable within a Democracy. The salary committee feels that one of the functions of a Democracy must be to foster in each group a sympathetic understanding of the problems of other groups and to direct a combined action toward their solution.

Whatever the program, whatever the method used, you as a teacher will be called upon to contribute your ability. We are anxious for suggestions and problems, for material and solutions. This cannot be the sole responsibility of a committee or of a group. It must be the work of the Alberta Teachers' Association. As a teacher, you are that Association.

The MATH-SCI Corner

E. D. M. WILLIAMS, Sc.M.,
Patricia Bay

STANLEY CLARKE
Carstairs

BOOK REVIEW

By R. V. CLARK, Edmonton

"From Galileo to Cosmic Rays—A New Look at Physics" by Harvey Brace Lemon, Ph.D., University of Chicago Press. Price $3.75, 450 pages.

THOSE teachers of the high school Physics courses who are looking for a new approach to the subject will not be disappointed in this highly entertaining and informative book.

On the contrary it is more probable that no teacher of grade XII Physics will rest after he has read this book until he has put it as number one on his reference shelf with the full resolve to make it as familiar to his students as the authorized text.

In his preface Dr. Lemon outlines his purpose in this book in these words: "For these reasons it has seemed desirable to put in the hands of our students, while physics is the subject of their study, a book with continuity, designed for reading from cover to cover within a reasonable time, stressing the source material, phenomena, and giving interpretations in non-technical style and by homely analogy. It should also have something of that human interest that attaches to great personalities but most of all it should try to show implicity and explicity how a great scientific field of thought has come into being. Moreover it should indicate the satisfaction enjoyed by those who participate in such a development of thought, as well as its practical advantage to mankind."

To those teachers who have used the Erpi Classroom Educational films and who are aware of Dr. Lemon's contribution to their outstanding success, it will not seem an exaggeration to say that in his book he was amazingly successful in achieving his aims.

The book covers our Physics II course perfectly with the valuable addition of a section on Mechanics. It is amusing especially in "the simple drawings that speak for themselves" as witness the little marginal sketch that introduces the subject of the electric current by way of a female form emerging from a shower with a wet arm reaching for the electric light bulb with the title, "Shocking", or in the manner in which he "kids" his readers into venturing with him into occasional mathematical excursions, a field which he knows so well we will want to dodge but which is so essential to a clear understanding of scientific principles.

You will enjoy, too, the stereoscopic photographs which enable you, with the aid of a special lens or even without if you are good at visual concentration, to see the apparatus illustrated in its true spatial perspective, and not merely in the deceptive two dimensional aspect to which we are usually limited in textbook diagrams.

As the title indicates, the book brings us right up to the forefront of modern scientific discoveries and in its whole treatment of wave-motion phenomena sets before us in the simplest and clearest possible language the latest theories in this field.

REPORT ON LaZERTE SURVEY TESTS IN ARITHMETIC SPRING TERM TESTS

By LYNN G. HALL, Big Valley

IN December, 1940 a testing program in arithmetic was inaugurated following the 1940 Summer School course on the Psychology and Supervision of Arithmetic. At that time about nine thousand copies of the tests were sent out to Alberta Schools. A report concerning that test was published in the February, 1941, issue of *The A.T.A. Magazine*. The second step of the testing program came in May when again about 9,669 copies of the tests were sent out to the schools. These tests have been prepared by Dr. M. E. LaZerte, Principal of the College of Education of the University of Alberta. Considerable attention has been given to the preparation of these tests in a survey to establish definite evidence of the goals of attainment in arithmetic achieved by children attending the public schools.

TENTATIVE NORMS

Immediately below are given the norms for the tests used in Grades II to IX inclusive at the end of May, 1941. The information is based on samples of 200 papers from each grade.

Grade	Possible Score on Test	75% of pupils scored above	50% of pupils scored above	25% of pupils scored above
2	125	73	87	110
3	131	52	66	88
4	118	44	58	73
5	153	75	89	111
6	131	54	69	83
7	106	39	48	61
8	72	19	26	31
9	Entire Test			
	209	73	93	118
	Geometry Test			
	100	24	35	46
	Algebra Test			
	109	47	61	73

The percentages below represent Arithmetic Means.

Grade II: Average Score—68.6%.

Test A. Part 1. Addition 84.9%
2. Subtraction 68.1%
3. Writing Numbers 81.7%
4. Number Senses 58.4%
5. Notation 86.2%
6. Assorted Questions 56.2%

Test B. Part 1. Language 69.0%
Telling Time 48.3%
Denominate Numbers 58.0%
Problems 62.4%

Grade III: Average Score 53.1%.

Test A. Part I—

1. Spelling	47.1%
2. Language	62.5%
3. Activities	55.0%
4. Denominate Numbers	54.2%
5. Fractions	45.6%
6. Addition	74.0%
7. Subtraction	63.0%
8. Multiplication	72.8%
9. Division	48.5%

Test B. Part 1. Generalizations	18.3%
Part 2. Problems (12 questions)	57.3%

Grade IV: Average Score 49.7%.

Test A. Part 1. Spelling (18 words) Average Score	60.2%
2. Language (6 questions)	28.0%
3. Denominate Numbers (19 questions)	54.4%
4. Fractions (12 questions)	50.6%
Test B. Part 1. Addition (4 questions)	80.0%
2. Subtraction (4 questions)	75.0%
3. Multiplication (14 questions)	70.2%
4. Division (10 questions)	36.7%
5. Problems (12 questions)	28.9%

Grade V. Average Score 57.9%.

Test A. Part 1. Spelling (16 words) Average Score	69.6%
2. Number System (7 questions)	44.0%
3. Language (4 questions)	34.7%
4. Denominate Numbers (10 questions)	59.5%
5. Fractions (19 questions)	63.6%
Test B. Part 1. Addition (15 questions)	73.4%
2. Subtraction (8 questions)	81.1%
3. Multiplication (6 questions)	60.8%
4. Division (14 questions)	52.5%
Test C. Part 1. Problems (14 questions)	40.5%

Grade VI. Average Score 51.9%.

Test A. Part 1. Spelling (12 words) Average Score	74.0%
2. Number System (7 questions)	62.7%
3. Language (5 questions)	31.8%
4. Denominate Numbers (6 questions)	41.0%
5. Common Fractions (10 questions)	66.8%
6. Decimals and Decimal Fractions (13)	61.6%
Test B. Part 1. Addition (8 questions)	77.6%
2. Subtraction (10 questions)	61.7%
3. Multiplication (9 questions)	64.2%
4. Division (8 questions)	43.0%
Test C. Part 1. Graphs (2 questions)	53.2%
2. Problems (10 questions)	28.5%

Grade VII: Average Score 47.5%.

Test A. Part 1.	Spelling (33 words)	73.5%
2.	Graphs (2 questions)	47.5%
3.	Interest and Insurance (3 questions)	39.3%
4.	Language (15 questions)	21.6%
Test B. Part 1.	Formula & Equations (8 questions)	45.8%
2.	Geometric Truths (5 questions)	29.7%
3.	Problems (5 questions)	13.6%
4.	Constructions (5 questions)	42.1%

Grade VIII: Average Score 36.5%.

Test A. Part 1.	Spelling (16 words)	72.7%
2.	Formulas (4 questions)	20.0%
3.	Equations (11 questions)	35.0%
4.	Powers and Roots (7 questions)	30.7%
5.	Denominate Numbers (8 questions)	16.8%
6.	Mathematical Truths (4 questions)	26.2%
7.	Constructions (2 questions)	65.5%
8.	Problems (5 questions)	19.6%

Grade IX: Average Score 47.08%.

Geometry—

Test A. Part 1.	Spelling (6 words)	70.6%
2.	Congruence (3 questions)	34.4%
3.	Inferences (4 questions)	30.5%
4.	Language (10 questions)	32.7%
Test B. Part 1.	Symmetry (9 questions)	53.0%
2.	Loci (6 questions)	25.0%
3.	Right-Angle Triangle (3 questions)	39.8%
4.	Constructions (3 questions)	34.5%

Algebra—

Test A. Part 1.	Spelling (6 words)	79.5%
2.	Addition (8 questions)	92.3%
3.	Subtraction (10 questions)	85.2%
4.	Multiplication (4 questions)	94.7%
5.	Division (7 questions)	78.2%
6.	Computations (20 questions)	47.3%
7.	Equations (5 questions)	55.3%
8.	Problems (4 questions)	22.9%

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AND you want education for democracy. Are you sure you are willing to pay the new price for it?

Does this mean merely more praise of democracy as it is? Or does it mean education to obtain much more democracy—so as to get other things we need and should have?

Democracy is a rather uncertain term even as defined by Lincoln. But he surely must have meant government for the benefit of all the people, not for just a few.

"He who pays the piper," we often say, "calls the tune." We would think anyone foolish to pay twice for a tune he asked for, without getting it. Yet there are gray-haired people who have paid political pipers yearly all their lives without getting the tune they wanted!

Why do they do it? Are they hypnotized by the medley of tunes they hear? Do they ever get angry?

Yes, but they do not seem to learn.

Take the city "boss", a smart fellow who surreptitiously selects mayor and councillors and controls their actions to the advantage of himself and his secret circle of business friends. The people pay.

Once in a while they rise in their wrath, organize themselves, oust the spoilers, put in an honest council which, under their watchful eye, institutes long-needed civic improvement.

Then what? They leave everything to their "honest" council, bury themselves again in their own business and —have the same job to do over again in 10, 15 or 20 years!

Those interested in democracy may learn at least two things here. First, the citizens can get what they want if they go after it themselves. Second, they should stay angry, and stay organized and watch their employees, the councillors, to see that they work on the job they are paid to do.

Strange to say, no citizens of city or nation have ever done this.

Who is Hitler? A political racketeer like a city boss, who openly took control of the government of a great country and gave orders, because the citizens did not know how to organize themselves to give orders to their own government and see them carried out. Now they take what he chooses to give them with the aid of the gentle Gestapo. Perhaps they like it.

Have not the democracies the same thing to learn here? If they do not direct their own government somebody else will.

But what is it the people need that they have expected their governments to give them? Everybody knows. It is the means of gaining a secure livelihood. The people of all industrialized countries have needed this since machinery has increasingly displaced men from jobs and incomes. A new principle of distribution is required from the old one of "work or starve." Democracies have all failed to solve that vital problem.

Have they tried? Can it be done?

Of course it can be done. Everything needed is at hand—natural resources, scientific processes, machinery, chemistry, labor—we have all of these things in abundance. Skill, brains—have parliaments got these? Well, like Mark Twain's death, that may be an exaggeration; but they can hire them.

Money?

Governments which could not find ten millions for national equalization of education, the hope of democracy,

found thousands of millions for war! So there is plenty of money. Nothing in fact seems to be lacking except the will to do it.

Why then have governments not made this fundamental adjustment of providing people with a share of machine production, so that industry can unload its products and keep going to capacity? Without it there can be no peace in the world, internal or international.

Perhaps Roosevelt has the answer. He said frankly, "My business is to yield to pressure."

What did he mean? Whose pressure? The greatest pressure that is brought to bear upon him. Now the only pressure he is subject to is that of special interests which lobby, which have representatives working for them in congress, which control the press, which elect him and largely control him. "Every president for the past sixty years has been helped to power by the strongest financial firm in this country." (Senate Investigation Committee, U.S.A.)

Here it is again! If the people do not direct their own government, somebody else will—in the latter's own interest.

But the people can exert no such pressure upon their governments; they have no means of doing it except by a delegation representing a small section of the people—which can be ignored or talked out of it.

Like cities with their bosses, like Germany with its Hitler, like the United States and the other democracies with their special interests, the people have no machinery through which they can make their voice heard and obeyed by their governments.

Political parties?

They divide us to our undoing. Through long years of disgusting inaction they have demonstrated their futility, their ineptitude. Party contention about what reform is to be made and how it is to be made provides the excuse for making none.

"The people," say our parliaments, "do not know what they want."

But they **do** know what they want. A half dozen vital reforms which anyone could set down, if placed before the people would get almost unanimous support. Why do they not voice them? They have no means.

Democracy then is incomplete! It is only half built!

People have the right to vote, the right of free meeting and association, and a few other freedoms, but they lack concrete machinery to enable them to do three necessary things:

1. They have no means of expressing specific wants to their parliaments.

2. They have no means of compelling their parliaments to fulfil those demands promptly and efficiently.

3. They have no means of cooperating fully with their government's plans for fulfilling their own demands.

What is the answer?

Complete, permanent, non-partisan citizen organization. Every citizen enrolled in a local group, groups into blocks or constituencies! What for?

1. To elect representatives—just men, the best they can get—no tags attached to them.

2. To vote for general vital wants—that everyone needs, these wants to emerge as nationally voted majority demands from their elected representatives.

3. To exert pressure on their member and on parliament. The constituency may pay its own member—and employ and discharge him at will—to

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do their bidding so far as their own expressed wants are concerned. There are many other matters he must deal with which they have not studied, do not know about, cannot vote intelligently upon. They do not need to.

4. To hold meetings, an hour a day, or a half day each week—to discuss wants and actions to be taken as under 1, 2, and 3 above. To learn as much as possible about public affairs, so as to make better government.

5. To co-operate with their government when it completes plans to fulfil their demands.

But the day is gone when you can throw a ballot into a box and say, "There, I'm done, I'm paying for it, let parliament run the public business, or, let George do it." Your private business is bad, largely because public affairs are badly run—**due to your failure to play your part in it.** If you are paying some high-priced employees to do a complex job for you that you cannot do yourselves, you must still see that they do it! You must keep them at it! No good employer would think of doing otherwise.

Henceforth an hour per day or a half-day per week must be devoted to this form of public business as an integral, vital part of your own business!

Municipal authorities can, on public demand, make provision for this. We must plan our work and our lives in accordance with it. No matter how tedious it may be, no matter how hard it is to get used to, it must be done if we want to obtain and retain free government and efficient government.

THIS IS THE PRICE OF DEMOCRACY! THIS IS THE NEW ORIENTATION FOR CITIZENSHIP IN A DEMOCRACY!

The citizens of ancient Athens (the birthplace of democracy) all sat right in their parliament; they could displace an executive in twenty-four hours if he did not act to suit them; and every citizen had to spend fifty days a year in such public work to make their democracy function successfully!

We have been trying to operate a democracy by spending a half-hour every four or five years to cast a vote. Once elected we can only change our executives after the same lapse of time. And we are spread over 3,000 miles of territory—far from the scene of parliament's activities!

Can we wonder that the people's interests are not served? The absurdity of ever having expected otherwise is patent. The results have proved it.

Of course we must have representatives—but our surveillance, our control, over them must be complete and effective in order to prevent their diversion to other interests, and to ensure their prompt and continuous devotion to ours.

Education for Democracy

We have believed that general education, the more the better, is what is needed to make a success of democratic government. But is one to learn to operate a car by studying Latin? Does one learn to speak French by studying mathematics? Is one to learn to operate a people's government by studying a whole curriculum full of other things?

All democratic countries as well as Germany and Italy have had free and compulsory general education for two or three generations. In spite of this all have failed to conduct democratic government successfully—which demonstrates its complete inadequacy. Democratic government is an art and a business. We must all have special training in it. The school is the place for it.

CLEMENT & WHITTAKER
BARRISTERS and SOLICITORS
Solicitor for Alberta Teachers' Association.
Suite 2, National Trust Building
Edmonton, Alberta

And we must not stop education in citizenship at public school, just when the young citizen is beginning to think.

The practical part of it must begin at high school and continue through normal school and University—and now, in the army. Not a student should leave our institutions, nor a soldier leave the army without practical instruction in how he may participate actively in public affairs so as to control his government to make democracy work.

New courses in citizenship should include these new principles and be instituted as soon as possible in every senior student's program. One-quarter of his school time, if necessary, should be devoted to it. There is nothing at this time of greater importance for him and for the building and keeping of real democracy.

Adult citizens should organize groups to study the new courses. Most of them have plenty of time and wish to help in the war effort. Is there any form of war-work they could do that would be more valuable?

Hitler has got the start on us. For eight years he has been inculcating his totalitarian ideas into his people in schools, in youth movements, in higher educational institutions and through other agencies.

We have been merely eulogizing democracy in school and out for 100 years, without understanding it or knowing how to operate it! That is why it is rapidly slipping away from us. There is no time to lose if we are to make it justify our faith. It is too precious a thing to let go by default.

What May Educators Do?

We do not want violence and chaos after the war, but peaceful readjustment and development. Where may we look for light and leading if not to educators? What may they do towards the new orientation for citizenship in a democracy?

1. They may think about it and discuss it among themselves, in locals, in conventions.

2. They may discuss it in their communities in private conversation and at public meetings.

3. They may urge their communities to ask the government to introduce new citizenship courses, embracing the new principles, into the curricula of High School, Normal, University, soldier's training. There are no courses extant which substantially include these principles. Insistence could secure such action in a few months.

4. They may urge thorough study of the new courses before any active organization of citizen groups commences.

There has perhaps rarely been a time when the feeling of uncertainty in the public mind has been so great. Uncertainty about the war—apprehension as to what is to come after it! There is nothing on the horizon to give confidence and assurance of proper handling of what is feared will be a terrible aftermath. There is nothing to give hope.

May not thoroughgoing, informed citizen-control and direction of parliament be that hope? Can anything less be effective in the long run? If so, there is no time to lose.

We fought the last great war to save democracy—and then lost it. The soldiers did their part valiantly; those at home failed to consolidate the victory. And so it was but a pyrrhic victory—because of their failure.

Are we going to make that tragic failure twice? We have got only half of democracy; the other half can only be secured by citizen action at home. It will not drop into our laps from the skies.

Are we going to have our soldiers return only to find we have let them down? You parents and relatives and

friends of soldiers, will you not strain every nerve to the utmost? Will you not work night and day, if necessary, to make their victory complete? Is their great sacrifice to be in vain? Must they return to a land of debt, of industrial, social and political turmoil and hopelessness—all because of our blindness, perversity and inaction?

The bugles and the bands are playing to the marching feet of a new generation in the street below as these words are being written. They are the same airs to which our boys started "up the line" twenty-four years ago. Thousands of them stayed —to become part of the soil of France.

All—for what? For democracy? Oh no! To allow the clever, rapacious few to steal the fruits of victory by diverting the actions of governments to their own ends—to cause untold suffering and bring on a new war—while our representatives played politics!

Let us get organized and stay organized! Let us take the control and direction of our government into our own hands—where it always should have been!

Is it not worth the price of a half-day of thought each week on public affairs to prevent this happening again, to make your government serve you, to start a wonderful new era of cultural progress which science and machinery have made possible—by a united vote?

Let our slogan for this year be "Education for Democracy in Action!"

CRETE 1941

Great Zeus, through Dicte's glades again come forth
As once of yore, when men and gods were kin.
Meet thou mankind's degenerate amain,
And cleanse the beauteous isle of such a sin.

Behold the dust of Minos from his grave
Now blasted forth, and Knossos' awful fate.
Great Dictaean king, from blood-flecked Hun do save
Those ancient shrines before it is too late.

Fair Ariadne's shade still holds the cord;
Be thou a Theseus, come from Dicte's scaur
Begirt with Aegean valor and with sword,
And slay this foulsome godless minotaur.

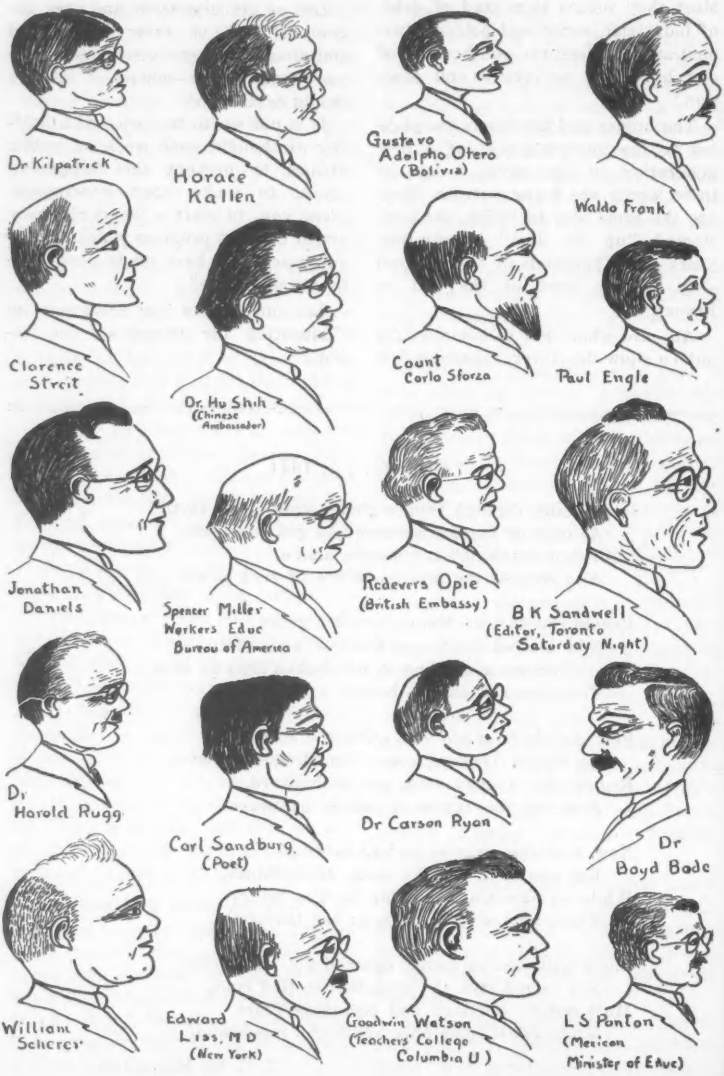
Now Daedalus returns on waxen wings
But pauses 'neath the shade of terebinth,
While slender Icarus nimbly to him brings
Those ancient blueprints of the labyrinth.

These hallowed memories dimmed not with years
Are sacred still. O Crete, that storied land,
Must outlive bondage and corroding fears.
Great Zeus! come once again and reprimand.

J. G. N., Edmonton.

AMONG THOSE PRESENT . . .

Drawn by Kathleen Collins



The New Education Fellowship Conference in Ann Arbor

By KATHLEEN COLLINS, Didsbury

TO write one's impressions of the Ann Arbor Conference would be to write a lengthy book. For six days from early morning until evening we lived in a world of nations assembled together. Every moment brought about a new experience. Could one put that in a single line or paragraph? Thus, only a few ideas will be placed here, in the hope that they may be of interest to Alberta teachers.

As Canadian guests we were billeted in one of the fine, new dormitories. We shared a spacious dining room at the Michigan Union building with our Latin-American friends. Everything possible was done for our comfort, and we all agreed that our visit there seemed much too short.

Ann Arbor is a beautiful little city with fine old trees and splendid university buildings. One particular block has all the buildings erected on the lines of some old English universities, with the result that when one suddenly came upon the square at night, the light of the moon gave an overwhelming feeling of being right in the beautiful land of Shakespeare and Sir Walter Scott.

We enjoyed the Carillon concerts very much; they were quite unusual in quality and in variety. As all the sessions were well crowded upon each other, it was only possible to hear fragments of the music as we hurried to or from the Rackham Building. Yet even these were like precious little gems to place among our pleasant recollections.

The Rackham Building, donated by Henry Ford's former architect and solicitor, is one of the most beautiful in the world. Our general sessions were held in the large auditorium where every footfall was silenced by deep rugs, every chair was a comfort, and the lighting was so intricately directed from points in the ceiling that there were no shadows. We appreciated the small lights on each chair near the floor which enabled passing back and forth without stepping on anyone's feet. The air-conditioning was a comfort too on warm days.

The concerts arranged for us were some of the best to be heard or seen on the continent. The Mexican ballet was the most beautiful modern ballet that the majority of us had ever seen. Folk music and folk dancing in native costume seemed to bring to us the realization of the tragedy enacted in Europe today. The dancers were Russian, Polish, Czech, Croatian, Serb, Bulgarian and Filipino. The National Ukrainian Dumka Chorus of Detroit has been called the finest Nationality Chorus in Michigan, and we shared that opinion wholeheartedly. A Mexican Mariachi orchestra provided colorful music, its members attired in red and gold native costumes. "Mariachi" is a term meaning marriage. This type of orchestra is always present at festive weddings in Mexico.

Each day was divided into several parts—early morning study groups, lecture seminars, general sessions, international afternoon tea, and the evening session. Our notebooks are filled with fine thoughts expressed to us by some of the outstanding speakers. Some of these thoughts are here chosen for you perusal.

Dr. Kilpatrick, Teacher's College, Columbia University: "To make life better we have four principles to evolve (1) Relation of individuals to the group and the moral obligation therein to make living good. (2) The analogous obligations which nations should have to each other. (3) Individuals of each nation should seek to accept a personal obligation to make this possible. (4) Schools need to educate to these points."

John G. Althouse, Toronto: "We are beginning to view with impatience the fact that schools have been kept aloof from the community. . . . We are beginning to demand from schools curricular subjects in terms of living. . . . The cost of democratic living comes first; the reward comes with responsibility. . . . The fuller life comes only when we meet our obligations."

Signor Cappelero, Columbia: "We wish to learn and to share with you. We want that great inspiration to work together. . . . Let us have greater vision."

Horace M. Kallen, New School for Social Research: "Peace has as much future actuality as we choose to give it. . . . Internationalism in our culture will result from broader understanding of the problems of the various countries, and the earnest co-operation by all countries in solving these problems. . . . It is needful to love peace enough to be ready to fight for it."

Gustavo Adolpho Otero, Bolivia: "Only complete understanding alone will unite us and only one dictatorship alone can be tolerated—that of Intelligence."

Waldo Frank, author and columnist: "There is common ground between the Americas. Let us find it, cherish it and build on it. . . . To create a hemisphere of goodwill we must have power and mastery, mutual harmony of action on levels far deeper than the sort of military and economic co-operation which ignores human motives. . . . Colonel Charles Lindbergh is an inspired chauffeur starved of inward values . . . whose love for machines has inspired his respect for the Nazi mechanized order."

Clarence K. Streit, author of "Union Now": "Now, more than ever, an organization of the remaining democracies of the world is needed to assure a winning war and a winning peace. . . . There were 15 democracies in the world. Only 7 remain. A federation of these democracies based upon the British-originated policy of a representative government is the plan. . . . Other democracies may be admitted to the Union when they are ripe for it."

Dr. Hu Shih, Ambassador from China to U. S.: "The totalitarian system of uniformity leads to the suppression of individual initiative, intolerance, oppression, and slavery, plus intellectual dishonesty and moral hypocrisy, while the non-conformity of the democracies leads to the flowering of disinterested and creative educative thought, to a spirit of tolerance, and the love of freedom and truth."

Count Carlo Sforza, formerly of the Italian Parliament: "Italy . . . one of the invaded countries . . . is seeing a spirit of rebellion rising by the crushed masses and military forces of the people. Italian Consular and diplomatic representatives throughout the world are mere agents of Hitler. Essential industries and the police are subject entirely to the Reich. . . . Mussolini is merely a yellow newspaperman who knows only the publicity part of his profession. . . . Il Duce had two alternatives: the betrayal of his people or the suffering of personal eclipse. He chose the former. . . . A basic maxim of Mussolini and totalitarianism is that 'a lie remains sometimes a lie when it is repeated a hun-

dred times; a lie always becomes a truth when repeated thousands of times'. . . . The worst enemy of American Democracy is American complacency."

Dr. Carlos Davila, Chile: "Information and affection have been the two missing pillars in Pan-American relations for the past fifty years. . . . We must teach the preservation of a democracy that will be worth preserving."

Paul Engle, poet, describing an English countryside: "Every thorn in each hedge was in place."

Jonathan Daniels, author: "The South is now not only America's No. 1 economic problem, but America's No. 1 defense problem. . . . It is a land of discrimination against regions. . . . If the U.S. army failed to mechanize, the people didn't. . . . In the last ten years, one million mules have disappeared from the South."

Spencer Miller, Workers' Education Bureau of America: "Common suffering is stronger than treaties. . . . History will someday point to Hitler as the man who unified Europe. . . . Free labor movements when joined to educational democracy can build a real society. . . . 16 million organized trade unions in Europe have been completely disbanded because of the war. . . . This war recalls the words of Shakespeare with the most poignant understanding—'This is the one touch of nature that makes the whole world kin'."

W. Turner, Free Trade Union Movement: "This war is too important to be won by generals. It must be won by people who will make world peace. . . . The British labor party is trying to build a world order having a respect for the rights of others and a loyalty to the given word. . . . Lasting peace depends on Social Justice and Social Justice depends on the instinct of the freedom of others."

"We Face Tomorrow": Round table discussion by five High School students from the Dalton Schools, N.Y., one from Chile, one from China, one from Germany, one from Wales and four from Pickering College, Ontario. Here are their requests for the type of learning they wish from their High Schools.

Audrey Stern, U.S.A.: "I wish the ability to take any situation and think out the necessary solution."

Franziska Kemper, Germany: "I wish the cultural next to the practical things, because they go beyond and inspire."

Charles Beer, Canada: "I wish to learn to appreciate how lucky I am to live under the government I live under now. It points the only way to freedom."

Barney Apple, Canada: "I wish the art of discrimination and the power to make the right decisions."

Gloria Robinson, U.S.A.: "I want facts for my basis. I wish also to learn to make the most of what I have to work with. Every school should have a student government and a chance to take free art."

Paz Davila, Chile: "I'd like to see these principles taught: (a) Each one is an individual and he is of some importance to himself and to others. (b) Intellectual freedom is a wonderful gift. (c) We, ourselves, really establish our own ideals."

Emyr Richards, Wales: "We are not just people of different nations, but we are brothers."

Gail Austrian, U.S.A.: "I want the courage to raise my own standards. I wish flexibility . . . to have the graciousness and the art to know when to yield."

Alan MacNeil, Canada: "I wish the ability to think for myself and to have the religion and the education to provide for it."

Redevers Opie, British Embassy: "Military preparation is not the means of solving unemployment. . . . We need economic collaboration for world peace. . . . We must have ideas from all countries for peace and with these we must have private, collective and state action in studying these ideas."

B. K. Sandwell, "Toronto Saturday Night": "The English Canadian, like the American, is a strong individualist, while the French-Canadian is a docile member of his parish, less concerned with the acquisition of wealth. . . . It is abundantly evident that Canada thus constituted (with two ideologies) cannot possibly exist as an ultra-nationalistic state. . . . The task of the nation is to unite without unifying, to co-ordinate without absorbing and to group without confusing."

Dr. Boyd Bode: "Germans all have the sense of intense superiority. . . . Their thoughts are absolutist. We, on the other hand, have a sort of metaphysical sense. . . . In democracy we endeavor to live together with a platonic idea. . . . In a society which is open to differences, it gives individuals the right to live and to grow. In such a society all individuals may live. . . . Absolute relativity is a rationalist term. There are constant changes in life so there can be no real **absolutist** idea. . . . Democracy is like apple-crossing . . . the principle is to make men free within a framework. . . . Liberty is the end for all."

Dr. Ulich, Harvard University: "When Emile Zola was battling for real liberty he said, 'You do not need 7,000,000, or 7,000 or 700, you only need 7 earnest men.' We must get reports implemented in our school curriculum that will teach us self-respect, tolerance and an aim for the common good."

A full day was spent at Greenfield Village, the model village erected by Henry Ford covering the centuries of American colonization, growth and discovery. This was one of the most pleasant and helpful days we had. In a later issue there may be space for an article covering it.

The final paper drawn up on the last day of the Conference is an Epic in simple forceful English.✤ Every clause and sentence carries a message that every teacher should not only read but keep as a mental reference. The Ann Arbor conference gave us the intense inspiration to work toward a complete understanding of our world, and to make the effort of strong, useful, democratic living.

✤See "Proposal to Men of Goodwill" in this issue.

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What Is *Guidance?*

G. C. FRENCH, M.A., Edson

EACH teacher is doing guidance, whether he calls it that or not. Each teacher, if he is interested in his pupils, helps them in their educational, social and vocational adjustments. At first the efforts in guidance were largely to cure the maladjustments as they were found; but lately attempts have been made to prevent as well as to cure these maladjustments. The aim has become the all-round wholesome growth of children.

In recent years a number of factors have demanded a more completely organized guidance program in the schools. There has been a greater influx into the high schools of the non-academic type of student. This influx has eventuated in a greater difference in the school population in terms of the greater range of interests, capacities and needs of the students. In the transition period in which the program is being modified to meet this demand, more maladjustments have been found, as shown in the number of students who have been failing, and who have not been fitting into the somewhat rigid academic program which was offered to them. Maladjustments were found in health, and in the lack of vocational planning by the students. In the outside world the problem of unemployment has been faced, together with the need of preparation for a greater range of occupations, greater leisure time and the slackening of parental responsibility for children's general education. For these and other reasons it has become obvious that something must be done about these pressing needs. An intelligently functioning systematic guidance program is an absolute necessity.

Many definitions of guidance may be found in the books on the subject. The simplest is the one which describes guidance as "helping Johnnie to see through himself, and then helping him to see himself through." At more length guidance has been said to be "the systematic bringing to bear on the individual pupil of all those influences of whatever nature which will assist him through his own efforts to grow in body, mind and character to the limit of his individual capacity for growth, and to help him apply his powers, so developed, most effectively to the work of the world." The word "systematic" implies that someone who has accurate information and who knows something about the job will give the pupil this assistance, for his own sake. Note that the emphasis is placed on the efforts of the pupil himself. It is his job, as the efforts and the decisions must be his, made by himself, probably with the guiding hand of some mature person playing a part. No one else but himself can solve the problems for the pupil. He must know his own interests and abilities, and he must understand and appreciate the opportunities open to him. More than that, he must feel the obligation to develop these to the fullest extent and to make the greatest use of them for the good of society. Teachers and pupils alike should feel the challenge of such objectives.

There are many responsibilities in guidance work. Students must make the most of their educational opportunities. To do this they must know more about themselves, their interests, abilities and limitations; they must know as much as possible about their future educational and vocational

opportunities; they must be led to plan wisely for their immediate present and their future; they must make the most of their opportunities at school, in their homes and in the community. Teachers, administrators and all of those in the community at large, who are interested in the welfare of young people, also have roles to play and responsibilities to meet in the guidance program.

In order to discharge these responsibilities in a satisfactory manner, all those engaged in guidance work must have sufficient information about and must possess an understanding of the child. They must know as much as possible about the child's cultural, heriditary and experiential background, about his present educational attainments in terms of skills, abilities and attitudes, about what the child wants to do, what he can do, and about the experiences which should be made available to him.

There are challenges in guidance work. Guidance challenges one to be more scientific in studying young people, to discover their needs and capacities. It challenges one to help young people in the areas of their greatest needs and to assist them to develop most completely. It challenges teachers and parents to understand more thoroughly the educative process. There are also some immediate attainments, not only worthy in themselves, but also serving as guide posts on the way to the better education just described, such as—more students working to full capacity in work adapted to their needs and capacities; fewer personality and social maladjustments; fewer problems of discipline; fewer misfits from unwise selection of courses; fewer misfits in occupations. In short, one should find more young people who are able to guide themselves; more young people actually enjoying their work and their lives; more young people who give promise of being better citizens. If such can be the reward, all persons will be repaid many times and in many ways for the guidance work they do.

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Bibliography of books for teachers interested in guidance.

Good books with which to start are:

1. Hamrin, Shirley A. & Erickson, Clifford E.—Guidance in the Secondary School. New York: D. Appleton-Century Co. 1939.
2. Erickson, Clifford E. & Hamrin, Shirley A.—Guidance Manual for Teachers. McKnight & McKnight. 1939.
3. Strang, Ruth—The Role of the Teacher in Personnel Work. New York: Teachers' College, Columbia University. Revised Edition, 1935.

Other good books of general reading:

4. Cox, Philip W. L. & Duff, John C. —Guidance by the Classroom Teacher. New York, Prentice-Hall. 1938.
5. Jones, Arthur — Principles of Guidance. McGraw-Hill, 1938.
6. Koos, L. V. & Kefauver, G. N.— Guidance in Secondary Schools. New York, Macmillan Co. 1932.

More advanced books:

7. Guidance in Educational Institutions, 37th Yearbook, National Society for the Study of Education, Vol. 37, Part I. 1938.

Concluded on Page 59

HOME ECONOMICS

STRETCHING THE FOOD DOLLAR

By ADA A. LENT, Technical High School, Edmonton

IN spite of the upward trend of food costs, the dollar which now measures six inches in length, can become a seven or eight inch dollar for food money with wise planning for spending and careful food preparation. How can this be done, you will ask?

As the first item on this list for spending is milk, let us consider it. As milk is a basic food our day's food pattern will include some for all members of the family—a quart for the nursing and expectant mother and for the very young children, at least a pint and a half for children of school age and a pint for the others. Some of this may be used in custards, soups or puddings. The food value of one pint of unsweetened evaporated milk (diluted according to directions) is equal to one quart of grade A or B milk and is less expensive. This points a way toward extending the food dollar. Let us consider other items in the daily food plan.

One egg a day is needed by the nursing or expectant mother and at least four eggs a week by each of the other family members. The cost of this item may be reduced by using grade B or C eggs for cooking. Grade B or C eggs may also be used in the preparation of omelets and of scrambled eggs which may be combined with a little cheese or tomato for flavor.

A potato and at least two other vegetables, one of which should be eaten raw as cabbage or carrots, is another daily food need. The potato is our lowest cost vegetable per pound. If properly cooked, either pared thinly and boiled, boiled with the jacket on or baked, it has food values at low cost which can not be secured at the same price from any other vegetable. The least expensive green vegetable now in market is cabbage. Beets, carrots, and onions can be added to our low cost menus. These give us a number of combinations for the raw vegetable salad so popular in warm weather. Home grown tomatoes and fresh tomatoes in season give color and flavor to these salads. The dried vegetables, as peas and beans, can be used occasionally in place of the cooked vegetable in the meal. Tomatoes rank first among the low cost canned vegetables in protective food values.

Two fruits a day appear in this food plan. One of these fruits should be an orange or grapefruit, or tomato juice may be substituted. The other fruit may be cooked or uncooked. This includes apples, bananas, apricots, prunes and raisins. Tomato juice is the least expensive fruit juice. Money can be saved by preparing tomato juice at home. This is done by pressing the canned tomatoes through a strainer and adding seasoning.

When butter is expensive, as a spread for bread, peanut butter or fortified margarine may be used at about one-half the cost.

Dark bread as whole wheat or rye or the "enriched breads", corn bread and the dark cereals have greater food values per unit cost.

For the adult members of the family and children of school age one serving of lean meat or fish at least five times a week is the rule. The low cost meats include beef—liver,

hamburg, chuck with the bone, neck boned for stewing; veal or lamb—breast or shoulder; pork—shoulder, chops, liver. The low cost fish include haddock, cod, mackeral, salt cod, and canned salmon. In place of meat cottage cheese or American cheese may be used.

In these days of war work a quickly prepared salad is popular. A combined salad of potatoes, tuna fish, and cabbage is appealing and brings with it at low cost many of the needed food materials. Sandwiches too may be prepared. The least expensive fillings to use are baked beans, salmon, peanut butter, cheese, and various combinations of raw chopped vegetables. For these occasions the home prepared tomato and other fruit juices bring greater food values for the amount of money spent than do soft drinks.

If you are travelling the path of thinking through food values purchased in relation to the family dollar, you are contributing to the 1941 Defense Program. If you have extended the family food dollar in spite of rising prices, will you please send your ideas, marketing lists or recipes to us. These will be published in a later issue.

This might be used by you as the type of material teachers could use in talks and community work where the people were not familiar with nutrition "language". We have not sold our "goods" to the public because we do not speak their language.

Other economies:—

Use of bacon drippings for spice cake. Croquettes and patties with seasoned cooked beans to make it go farther. Evaporated milk ice creams. Not putting vegetables to soak after prepared (loss of water soluble vitamins).

A Classroom in the Year 600 N.E.

By HENRI de SAVOYE, B.A., L.L.B.

THE above title will cover a series of articles intended to describe the mental atmosphere that will prevail on earth in the year 600 N.E.

N.E. means New Era. A definite break in the standardized ideas of a certain epoch marks the opening of a new period in the world's history. Jesus Christ introduced in the world a new idea which was to change the attitude of human societies. This change brought about the conditions of the Christian Era.

The aspect of inner activity that Jesus revealed was that of Love and Brotherhood. Before His coming great civilizations had flourished and had produced philosophies with lofty ideals. The Hindu religion states that God is present in every atom and proclaims that the goal of human beings is their transcendental union with the Supreme.

The Hindu religion however places little emphasis on the aspect of brotherhood; moreover it is the philosophy of a people that has attained a high mental development, and it could be of no help to the new specimens of humanity that Asia was then pouring into Europe. Jesus therefore came to provide the new Aryan race with a philosophy appropriate to its present state of evolution. He taught mainly through parables, assuming the role of a popularizer of spiritual truths.

In fact, so low was the level of the humanity to whom He presented those new ideas of Love and Brotherhood that, after two thousand years, the bulk of that humanity has not yet grasped, and still less put into prac-

tice, the lessons of its Divine Instructor.

We refer to the bulk of humanity because, since the very descent of man on earth, exceptional individuals, bearers of light, have appeared from time to time in human societies.

Do not flowers, after a long budding period, bloom almost suddenly? The same phenomenon takes place in the higher realms of nature. After 1900 years of spiritual darkness, the idea of universal brotherhood has only lately entered its blossoming period. The joint declaration of Roosevelt and Churchill, proclaiming the right for all nations to share in the natural riches of earth, shines out as the blossoming of brotherhood. It indicates the long delayed ripening of Jesus' teachings and opens a new world period.

When we speak of a new world period we do not mean that this year 1941 A.D. will be called year one of a new era. In fact we don't expect that the new period we are just entering will be given a name. Names belong to the form side of things; Spirit, which constitutes things, is the only reality. It suffices that a change has taken place in the Spirit; the old names may just as well remain. Our title, naming the future centuries a New Era, intends only to represent by words an inner fact.

In the following articles, using the form of dialogues between a spiritually advanced teacher and his pupils, we shall try to express the mental atmosphere which, we believe, will characterize humanity in six hundred years hence. In doing this we shall reveal the beacon towards which humanity, blind to it, but urged to it by a hidden force, is proceeding with giant strides.

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Apply for a sample copy and for the circular letter which relates in detail the successive introduction of the rules of grammar in each column for the sixteen issues of the year, to Nouvelles du Monde, Box 4081, South Edmonton, Alberta.

What is Guidance?

Continued from Page 56

8. Williamson, Edmund G.—How to Counsel Students. New York: McGraw-Hill. 1938.

Other good books in guidance:

9. Allen, Richard D.—Organization and Supervision of Guidance. New York: Inor Publishing Co. 1934.

10. Chapman, Paul W.—Guidance Program for Rural High School. Bulletin No. 203, Office of Education, Washington, D.C. 1940.

11. Lincoln, Mildred E.—Teaching about Vocational Life. International Textbook Co. 1937.

Students may like the following eight inexpensive guidance books from McKnight and McKnight, Bloomington, Illinois: Making Good in High School; Keeping Physically Fit; A Health Program; Understanding Ourselves: Taking a Look at Yourself; Selecting an Occupation; Getting a Job; The Graduate Looks to the Future.

BOOK REVIEW

MEN AND VOLTS

The Story of General Electric

By John Winthrop Hammond

Published by J. B. Lippincott Company, New York.

Illustrated. 436 pages.

Price $3.00

Reviewed by

A. Cotsman
Edmonton

The story of General Electric relates the adventures of scientists, inventors, business men, salesmen and workmen, pioneers in the development of the electrical industry from its embryonic origin to the present. It is not a technical discourse and needs no special scientific background for the reading and enjoyment of it. Spotted throughout the book are a number of choice photographs and etchings of men and the tools they shaped.

The book is appealing in many ways. One meets with eminent inventors such as, Edison, Steinmetz, Thomson, Brush, Sprague, and many others who helped to bring life to the electrical age. How these men lived and worked, met and overcame tremendous difficulties, their unbounded zeal and faith in their work, is an inspiration.

Very interesting indeed, is the business and commercial growth of the industry. Problems of organization, production, financing, merchandising, meeting competition, patent rights, amalgamation, liquidation, financial crises, and general policy, and how they were dealt with, makes both fascinating and instructive reading.

In the careers of the men involved is to be found considerable stimulating material. Elihu Thomson, a high school science teacher with an inventive flare, became co-manufacturer of the Thomson-Houston Company. Gerard Swope rose from "helper, one dollar per day" to head of the International General Electric Company. George Morrison started at one dollar per sixty hour week, unwrapping light bulbs. He became manager of the plant. Charles Coffin, the former "shoemaker" lent his organizational and financial genius to the industry. Steinmetz, "dwarfed in stature" but giant in intellect, applied mathematics to electricity and short-cutted solutions to practical problems. The accomplishments of these and others are described in interesting detail.

The rapidity of progress in the adaptation of electricity for common use is amazing. Improved methods and devices for generating, transmitting and controlling electricity; new and better dynamos, turbines, transformers, insulators, meters; the electric motor and its application to electric trains, street cars, elevators, ships, factory machines; electric lighting from arc lamps to carbon filament to modern lamps, and a multitude of other devices came in quick order.

In *Men and Volts*, the author tells of a brilliant era in the material progress of mankind. Verily, the "gay ninety's" were even more "gay", electrically speaking.

ENTERPRISES IN STUDENT ACTIVITIES

A page devoted to accounts of organized procedures for teaching democratic citizenship through student organizations and activities. The examples are from Alberta schools.

Edited by
L. W. KUNELIUS, B.Sc., Taber

THIS is the second appearance of our new section, the first being in the May issue. We wish to repeat that it is the purpose of this section to carry reports of what teachers in individual schools are doing to supplement their classroom teaching of democracy and citizenship through the agency of co-curricular activities.

If your school has carried out or is working on some significant school or community enterprise, write us an account of it, or better still, have the students report it. Other teachers and other schools would be glad to hear about it. Tell us how it was organized and carried out, and give us an evaluation of the results. We would be pleased if you would point out what principles of democratic citizenship the enterprise served particularly to impress.

THE SMOKY LAKE CITIZEN-STUDENT COMMUNITY LIBRARY

By MARY HALISKY,
(a student in the high school)

During one of their Sociology class discussions, the Smoky Lake High School students unanimously agreed to carry out a community-school project. They claimed that in subjects such as sociology too much emphasis was laid on so-called "book knowledge" and deplored the fact that in our present educational set-up the importance of practical, voluntary, school projects for communal welfare was regrettably under-rated. But it was realized that mere discussion of the various ways of improving a community accomplishes little, if anything; it is action which produces results.

With eager enthusiasm the class delved into the various means of rendering some worthwhile service to the town. Out of several ideas suggested—construction of a sanitary sewage disposal system, the setting up of a park and children's playground, or the founding of a public library—the last was chosen.

A students' committee of nine members was elected to investigate into the planning and establishing of a small-town library. Soon, information and valuable material came pouring in from library schools and government authorities in Canada and the United States. The Edmonton Public Library and the Dept. of Extension Travelling Library gladly assured their support.

From the outset it was decided that the enterprise should not be solely a school venture. Since ultimately the entire community, even the entire district, was to benefit, it was felt that the townspeople should share in the undertaking. Therefore the committee drew up a list of the names of twenty-five citizens who would likely prove most interested. Each one was notified that a meeting of the Citizen-Student Community Library was to be held on February 11, and that his attendance would be greatly appreciated.

The meeting was a success. All those present warmly applauded the idea and approved of the work done

Two Views of the Interior of Smoky Lake's Community Library

to date. It was decided to canvass the various town organizations for finances. Twelve adults were selected to aid the students in the procuring of the necessary funds. During the next month groups comprised of two citizens and a student interviewed the various local associations and sought to gain their support. The response was splendid. At the end of four weeks the president was able to announce that the gratifying sum of $130.00 had been donated. Such cooperation filled the school students with unbounded enthusiasm to do their share to the best of their ability.

A small, dirty, dilapidated building (the only vacant one available in town) became the site of the future library. It boasted a superfluity of dust and grime. But the pupils were not to be daunted. While the boys tacked new, heavy paper onto the walls and ceiling, the girls energetically wielded the brush and broom. Next accurate measurements were made of the building which was then drawn to scale. Under the supervision of Miss Salamandick, the Art 2 class chose an artistic color scheme and planned the furnishings.

The Interior Decoration Committee, made up of Art 2 students, now set to work within the library. Youthful painters calcimined the walls and ceiling a light cream as student carpenters constructed the shelves. For contrast to the plain cream walls the shelves were painted a bright applegreen. Meanwhile, work went on upon the outside of the building. The walls were done in cream with buff trimmings and were set off by the deep green of the roof. Out of thick blocks of wood were fashioned the letters for the impressive sign—COMMUNITY LIBRARY. Another addition was the gay, attractively-patterned linoleum on the floor. Heavy drapes, in colorful peasant weave, rounded out the color scheme.

The students next faced the problem of lining the shelves with readable material. On an appointed day groups of boys and girls canvassed the town for donations of books and magazines. Here again the response surpassed expectations, with the result that a goodly number was collected almost immediately. Naturally some of the volumes needed repair, so under the voluntary supervision of one of the citizens, the students learned the craft of bookbinding.

It was now necessary to purchase new books. The Library Committee decided to charge a membership fee of $1.00 per family or 50c for every individual. The money procured from membership fees is to be spent in the purchase of additional books.

Concluded on Page 64

Annual Meeting of the Industrial Arts Teachers of Alberta

By DR. JOHN P. LIEBE, Lethbridge

OUR annual meeting was held in the auditorium of Queen's Avenue School, Edmonton, on July 17th. Because of the great volume of business the meeting was concluded at a second sitting on Friday, July 25th. Approximately 175 teachers attended, representing industrial arts, arts and crafts, and home economics. After a brief talk by Mr. M. J. Hilton, Director of the Technical Division of the Summer School, our president, Mr. L. N. Elliott, took charge of the proceedings, while Mr. J. A. Collins acted as secretary. In his address the president reviewed the work of the executive and explained the aims of the organization for the benefit of new members. The report of Mr. N. J. Cameron, the secretary-treasurer, was also presented, showing a paid-up membership of one hundred to the end of June last and a small bank balance.

The report of the committee on **salary schedules** was presented by its chairman, Mr. A. Beauregard. The survey of salary conditions revealed a great lack of uniformity. It was found that, in some cases, the salaries of instructors with equal qualifications and experience differ by as much as $400. After a discussion the following schedule for fair basic salaries was adopted:

(1) Traveling teachers: Minimum of $1200 plus $50 for Junior Certificate, plus $100 for Advanced Certificate, with traveling expenses at 8c per mile.

(2) Teachers in one centre, full or part time: academic basic salary plus $50 for Junior Certificate, plus $100 for Advanced Certificate.

The question of the "Alberta Industrial Arts Magazine" provoked a lively discussion. The president pointed out that the publication of the magazine was undertaken as a means of maintaining regular contact among the members of our organization, and that the exchange of ideas among industrial arts teachers was altogether desirable. He felt that the time had now come for members to indicate whether they consider the undertaking sufficiently worthwhile to merit their support as contributors and subscribers. After some discussion the proposal was made to discontinue the magazine and to request the editor of *The A.T.A. Magazine* to make available a large section for an Industrial Arts Section, and to instruct the executive to appoint a committee that would contact the A.T.A. in the matter. In support of this motion it was argued that, with a live wire editorial committee, four pages of *The A.T.A. Magazine* could be filled each month, presenting a greater variety of material not merely for shop instructors, but for home economics teachers, arts and crafts teachers, and those interested in enterprise work as well. In the course of the discussion and during private conversations between the two meetings it was found, however, that this motion was not well prepared; no definite arrangements could be suggested to ensure a flow of regular contributions from teachers in the various fields; the question of the expenses had not been properly investigated; since work sketches are essential for an Industrial Arts Section the cost of printing would be considerable. Those who had subscribed to and contributed to the

"Alberta Industrial Arts Magazine" felt that it was not wise to discontinue the mimeographed magazine, unless the success of a large section in *The A.T.A. Magazine* was ensured. It was generally agreed, however, that it was desirable to extend our work from the modest beginning, made in the "Alberta Industrial Arts Magazine", to a large section in *The A.T.A. Magazine* which appears in print and is distributed to every teacher in the province. So the following motion was finally made and carried unanimously:

"To express the appreciation of the members for what has been accomplished already by the editor of the "Alberta Industrial Arts Magazine" and his assistants, and to instruct the executive to carry on this worthwhile enterprise as long as possible, or until satisfactory arrangements can be made to have this work taken over by the A.T.A."

An appeal was made for contributions and a committee was chosen to solicit ideas from men at summer school. It was also decided to increase the membership fee to $1.00 per annum. This fee includes the subscription to the magazine.

Our vice-president, Mr. Ross Ford, reported on Industrial Arts degrees and degree recognition. He explained that the matter had been taken up with the A.T.A. at the last general meeting, and showed that recognition is rightfully given to Industrial Arts in the United States. He reviewed the steps which would have to be taken to gain university credit for Industrial Arts in Alberta, and it was decided to appoint a committee to prepare a brief on the matter.

Mr. D. C. Folk, chairman of the nominating committee, presented the following slate of officers which was elected by acclamation:

Honorary President:
Dr. W. G. Carpenter.

President:
Mr. Ross Ford, Didsbury.

Vice-President:
Mr. R. E. Byron, Medicine Hat.

Secretary-Treasurer:
Mr. Neil J. Cameron, Calgary.

Editor:
Dr. John P. Liebe, Lethbridge.

District Representatives:

Southern Alberta:
Mr. D. C. Folk, Drumheller.
Mr. A. E. Hoover, Nanton.
Mr. Frank Turner, Coleman.

Calgary District:
Mr. L. N. Elliott, Calgary.
Mr. Tom Baillie, Canmore.
Mr. J. A. Collins, Beiseker.

Central Alberta:
Mr. John Weir, Sundre.
Mr. D. Holeton, Red Deer.
Mr. E. Bazant, Three Hills.

Edmonton District:
Mr. T. D. Baker, Edmonton.
Mr. W. E. Robinson, Edmonton.
Mr. C. E Stirling, Edson.
Mr. Albert Beauregard, St. Paul.

Enterprises in Student Activities

Continued from Page 62

That this will add up to a substantial sum seems likely as the library, open on Wednesdays from two to five o'clock and on Saturdays from two to nine, has proved most popular. Interested volunteers have acted as librarians.

Today, on Smoky Lake's main street, stands a little building that is doing real service for the community. On its shelves are some 550 books that are being eagerly read. In a small way it acts as a monument to the first joint effort of the students and citizens of our town.

A Rhythm Band in a Rural School

By MRS. LOIS E. FOSTER, Three Lakes S.D., Grimshaw

IT IS 4:00 p.m. and I am sitting in my schoolroom. The children have all gone home and so it is very, very quiet here. Before school closed this afternoon we had rhythm band practice. Now through the quietness I can still hear gay children's voices ringing out merry tunes to the accompaniment of their rhythm band instruments. Closing my eyes, I can see their bright happy faces, their bodies swaying with the rhythm. How they love music!

Only two months ago there used to be an audible groan run through the room when the music period was announced. A music test averaged "D". Today the music period was hailed with "Whee–ee! Goody, goody!" Our latest test averaged "A". Why this remarkable change? My answer is, "the rhythm band." Only experience could have convinced me that a rhythm band is an essential part of the equipment for teaching music in the classroom. The expense is very small compared with the results one gets.

We just bought our instruments two months ago. This is how we raised funds to buy them: The ladies of the district donated the ingredients for a three-layer fruit cake. One of the ladies baked it. Then during art periods my pupils made several pieces of handicraft, including a knitted cushion, towel racks, book troughs, magazine racks, etc. At a valentine social evening in the school we raffled the cake and auctioned off the pieces of handicraft. We made more than the cost of our band instruments.

Our band equipment cost us $12.50 and consists of 27 pieces. We have three song-o-phones or kazoos, four cymbals, one triangle and eight pairs of rhythm sticks, one bass drum, one snare drum, four pairs of bells, two jingle clogs, two tambourines, and one bird whistle.

The song-o-phones carry the melody; the other instruments beat the rhythm. For a band of this size we really should have more song-o-phones, but since we are fortunate in having a piano to help carry the melody, our band does sound balanced. This is only the beginning; we hope to be able to use real instruments some day. The Course of Study for the Elementary School is the only instruction book necessary. To avoid the cost of individual song books we copy our simple rote songs on large sheets of brown paper so we can all see.

Our band has not only helped those pupils who sing well, but it has helped those "poor monotones", oh, so much! Before, they felt out of place in the music class. They had been called "crows" so often that they thought the music period belonged only to the "canaries". Now they can do their part in the music period by playing some instrument. Music is beginning to have the meaning it should for them. Eventually, because of this heightened interest, they may all become "canaries".

It takes a little effort to get a band organized, but the return is ten-fold. An author once wrote, "Music washes away from the soul the dust of everyday living." How true this is in the schoolroom! I believe it is our duty to inspire the love of music in the breast of every young Canadian with whom we come in contact in our classrooms. In our school the inspiration and practical work toward that end has come from the rhythm band.

TEACHERS RETIRING FROM EDMONTON STAFF

W. S. Fleming

At the end of last June eleven Edmonton teachers of long standing said a final goodbye to their classrooms and entered well-earned retirement, bearing with them the kind thoughts of their professional associates and the grateful remembrances of a long line of former pupils.

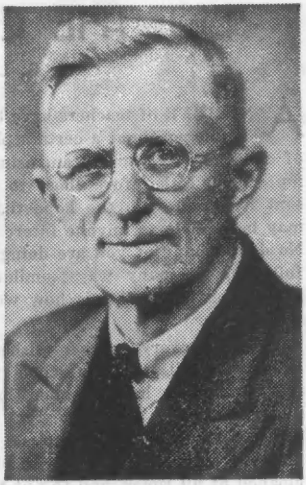
Mr. Alfred Waite, teacher of high school, had been located at Strathcona High School for many years.

Miss L. M. Bell, Mr. G. A. Clayton and **Mr. W. S. Fleming** occupied principalships at Rutherford, Queen's Avenue and Queen Alexandra public schools respectively. At the time of her retirment **Miss L. Berry** was a member of the staff of Norwood School, **Miss C. K. Blain** was teaching at King Edward School, **Mrs. Margaret McLeod** at Cromdale, **Mrs. Winifrid C. Parkhill** at Norwood, **Mrs. Elizabeth A. Peake** at Queen's Ave-

J. W. Whiddon

Mrs. M. McLeod

Miss L. M. Bell



G. A. Clayton

Miss C. K. Blain

Miss M. Perry

Mrs. W. C. Parkhill

nue, Miss M. Perry at Calder, and Mr. J. W. Whiddon at King Edward School.

All have been faithful members of the Association for many years. Especially prominent has been Mr. Clayton who is a Past President of the Provincial Executive and of the Edmonton Teachers' Sub-association. To the many good wishes tendered by our Edmonton members to the above named teachers upon their retirement we add the hopes of the Provincial body that they may have a goodly number of happy years of hard earned rest.

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LET THE CHILDREN DO IT

A. E. LAUBE, Carbondale

A NUMBER of teachers have been inquiring about a certain phase of child activity which I am using in my school. I therefore chose to present it herein with the hope that it may be of help to anyone interested. No doubt many of you are doing the following in many ways similar to this; nevertheless this is how we do it.

I'm sure every teacher wishes to have the pupils come to school with neatly combed hair, cleaned hands and fingernails, etc. Also I'm sure every teacher is pleased to see the children enter the school with shoes cleaned at all times, and to put their caps, rubbers etc. in their proper places. In my school I simply let the children see that this is done. Furthermore if you have flags to be put up, libraries to be kept in order, waste paper baskets to be emptied, plants to be watered, sports to be looked after, plays to be put on, etc., etc., then again I'd say let the children do it and also see that it is done, and done properly.

In order to get this co-operation I have my school divided into committees. There is a separate committee for each job to be done. In addition to these committees we have an inspection committee, and a punishment committee.

The punishment committee is made up of a judge and two assistants. The judge is elected for three months, the other for two—one retiring each month. Considerable importance is given to election of a judge. We try to carry it out in the same manner, as much as possible, as is done in a provincial or dominion election. In our case we have about three members nominated by the school. These three candidates each get themselves a supporter and prepare campaign speeches, which are given the day before the election. The voting of course is done by ballot.

At the end of every month we have a regular business meeting. All other committees are elected at this time. Also any new laws or amendments to old ones, which will help in the more satisfactory functioning of the school activities, are here brought up, discussed, and voted upon. During this period I simply take a back seat and let the children go ahead with the entire meeting. At first, of course, I had to give them every assistance in acquainting them with the procedure of a business meeting. The children enjoy these meetings. Everyone from grade eight and even down to grade one takes part.

Once every day the inspection committee is called upon to give a report. It might be merely a word of praise by the convener for having found all jobs done well. Or any member or members who did their jobs particularly well, or who had their hair, fingernails, etc. very neat, may be mentioned, and a word of praise given to them. On the other hand they may report to the punishment committee any member who has failed to give satisfaction.

Any person who is reported meets the punishment committee, either at noon or after school in a special corner of the school which serves as a sort of court room. Both sides may bring witnesses, who are heard by the judge. He then either excuses the individual, gives him a warning, or a punishment. These sessions rarely last longer than five minutes.

The judge does not make up any punishments, but chooses one from a book, which we call the "Book of

Laws and Punishments". This book was prepared by all the boys and girls. Each clause therein was suggested, discussed, and voted on by the pupils. For example anyone who forgot to clean his basin at the end of the day may be asked to clean all other basins without the help of the other members of the basin committee, for either one day, two days, or even three days. Or he may be asked to give all the wash stands a scrubbing with soap and water, etc. The severity of the punishment will depend upon the record of the guilty person for that month. That is, if that was his first offence, the judge would be very lenient. Other factors of course may determine the judge's decision. Should a pupil be dissatisfied with the punishment given him, he may present his case to me. I might add though that this has been found to be very rarely necessary.

As already mentioned, a record is kept of all the pupils. This is done by one of the judge's assistants in a book especially for that purpose. It is carefully ruled out and so arranged that it is easy to tell in a moment if a person has been up before, and if so, the date, and kind of punishment given. At the end of every month the judge reads out a list of names from what we call "The White Sheet". On it are the names of all the boys and girls who have a clean record. We have come to think of this sheet as a very important one. It is the aim of every pupil to have his or her name on it. Beginning with the next month, all those pupils whose names were not on the sheet are also given a clean start, and all the past, as it were, is forgotten.

In conclusion I wish to say that I have used this system in my school for the past four years. There have been no complaints from any parent. The children like it, and I, amongst other things, find it a very good enterprise in training the children to accept and carry responsibility.

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Local News

ACME-BEISEKER

An informal meeting of Acme-Beiseker Sub-local was held in Beiseker on May 27. Mr. MacDonald led a discussion on the proposed Health Units. The teachers believed this to be a most worth-while enterprise and agreed to make an effort to acquaint the community with its purpose and management. The teachers of this district are to be highly commended upon the organization which made possible a most successful Track Meet held in Beiseker on May 15.

BULWARK

The Bulwark Sub-local held its closing meeting of 1940-41 at Talbot June 7th. The salary problem was the important question under discussion and a very interesting talk was given on this subject by Mr. C. Hackett. At the conclusion of the meeting a delicious lunch was served by two of our teachers, Miss McKay and Miss Hesp.

Thursday, June 19th, the teachers of the Bulwark Sub-local held a very successful social evening at Brownfield. Mrs. P. Kisch and Miss E. Butler, July bride-elect, were each presented with a beautiful gift from the teachers of the Sub-local. As the time passed quickly, reluctant farewells were exchanged. Looking back over 1940-41 the Bulwark Sub-local feels that it has had a most successful year.

CAMROSE MEETING

Thirty-three teachers representing the Castor, Killam, Holden, Camrose and Hardisty-Provost School Divisions conferred in Camrose on May 31st. We were fortunate in having the counsel and guidance of the following members of the provincial executive who met with us: Mr. Raymond Shaul, Mr. James A. Smith, Dr. H. E. Smith, Mr. A. A. Aldridge and Mr. John W. Barnett. Delegates from Killam and Castor Divisions reported that their Boards are paying into the Pension Fund for their teachers on leave of absence to join His Majesty's forces. We would be glad to hear that all School Boards are following this generous practice. The meeting discussed Pensions, Fall Conventions, and the possibility of an influx of Saskatchewan teachers next Fall. The main part of the afternoon was devoted to the discussion of Salary Schedules, collective bargaining in the various Divisions, and features of Salary Schedules for town, village and other schools not in Divisions.

CLOVER BAR

The executive of the Clover Bar A.T.A. held a meeting at the Masonic Temple on May 3rd. Several matters were discussed, and preparations were made for the General Meeting of the Clover Bar A.T.A. to be held later in the day.

The annual general meeting of the Clover Bar A.T.A. was held in the Masonic Temple on May 3rd. Mr. Hennig of the Clover Bar Divisional Board was in attendance, to present the Board's views re the teachers' salaries question. A general discussion followed his report.

COALDALE

The March meeting of the Coaldale Sub-local was held at Ready Made school. Mr. Robison gave a report on the business of the last meeting of the Lethbridge District Local. Inspector O. Williams had spoken at the Local meeting on behalf of the Lethbridge Divisional board regarding the return of the five per cent reduction of salary of the Divisional teachers. The Salary Negotiating Committee had since met with the Lethbridge Divisional Board but as our delegate to said committee was absent, no report was forthcoming. Games of basketball and badminton followed the business part of the meeting and a much appreciated lunch was served by the Ready Made staff.

* * *

The April meeting was planned by the MacLean staff, Miss J. Nicol and Miss Engman. It took the form of a visit to the Experimental Farm. Here we learned about baby chicks from the egg stage to the adult. The entomologist showed us through his laboratory and greenhouse where experiments were being carried on with plant insects. We next assembled in the lecture room and were enlightened by a short talk on "Control of Insects". The members then adjourned to the home of Mr. and Mrs. Smith at the Jail Farm and enjoyed refreshments.

* * *

The May meeting of the Coaldale Sub-local was held at Coaldale in the Household Economics room. Miss Nicol, the Vice-president presided. Miss M. Esplen a delegate to the A.G.M. at Edmonton gave a very thorough report of the business transacted at the general sessions. Miss Esplen also gave a very detailed report on the work of the Salary Committee. Material on salaries was distributed among members and a question and discussion period followed. Other delegates were unable to attend the Sub-local meeting hence the report on Pensions was not given. Plans for the June meeting were then discussed. It was moved that the meeting take the form of a theatre party. Arrangements for the party to be left in charge of the Executive. Misses C. Crowe and A. Bokovoy were hostesses for the evening.

DAPP-JARVIE

The regular meeting of the Dapp-Jarvie Sub-local was held at Fawcett April 26. The secretary, Mr. Norris, having been called up by the R.C.A.F. the position was temporarily filled by Miss M. Burwash. An interesting report on the Easter Convention was presented by the delegate, Mr. McCallum. The meeting ended with a tasty lunch served by the Fawcett teachers.

The May meeting was held at Dapp, where arrangements were made for a final June picnic and meeting to be held at Jarvie.

DRUMHELLER

A meeting of the Drumheller Sub-local was held in the high school on May 20th to consider reports of the Easter Convention. Mr. McKim

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NOTICE TO LOCALS AND SUB-LOCALS

As a part of its Dramatic Advisory Service the Department of Extension now offers to any local branch of the A.T.A. an intensive three-day course in dramatics. The Drama Supervisor for the Department will upon request arrange to visit in any centre on Thursdays, Fridays and Saturdays and will conduct classes on each of the three evenings and on Saturday afternoons. The outline of the course is very flexible and it can be adjusted to emphasize those aspects of dramatics in which each group is most interested.

Ross gave a detailed outline of procedure to be followed in setting up a Negotiating Committee. Mr. Frank Peers gave interesting information on the present working of the Pension Scheme, while Mr. James Fitzpatrick reported that the matter of Hospitalization had been held over for at least a year. Incidentally many of the teachers of this district have already, in conjunction with the Miners' Union, a very attractive contract with the local hospital board. The meeting decided to change the present method of election of officers by mailed ballot to the former system of election on the floor of the house. Lunch was served after which several members took part in an impromptu dance in the gymnasium.

EDSON RURAL

The Edson Rural Sub-local met in Edson on June 3rd. The main discussion for the day was on the Track Meet. A committee was chosen to look after the events and to get them in order. The teachers were divided into groups to handle each event. The Track Meet was held on May 16th. The Final Meet is to be held on May 31. The funds for the Meet were raised by having each teacher hold a dance and then pooling the money. The meeting then adjourned.

ELNORA-HUXLEY

A meeting of the Elnora-Huxley Sub-local was held at the Elnora School on May 20th. There were quite a number of teachers present, considering the conditions of the roads. The chief topic under discussion was the track and field meet. It was decided to hold that event at Elnora on Wednesday, June 4th. A number of vital questions were answered pertaining to the Health Insurance Scheme, and the Retirement Fund.

EVANSBURG WEST

A meeting of the Evansburg West Local was held in Edson on May 10. Mr. Sterling gave a report on the convention and stated what business was brought up. In regard to a new Salary Schedule for this Division, that is still being dealt with. Mr. Stonehocker and Mr. Peers are to act as a Salary Schedule Committee to meet the local board to try and draw up a new schedule. Mr. T. D. Baker, Geographic Representative is to be invited to this meeting. A certificate is to be granted to Peers North Sub-local and the head office is to be notified that Peers-Niton-Mackay Sub-local no longer exists.

FAIRVIEW

The third annual picnic of the teachers of the Fairview sub-local was held at Dunvegan, on the Peace, on June 8th. Most of the teachers were present and all thoroughly enjoyed the outing. An unusually large number are planning on changing schools, so we can expect to see more than the usual number of new faces in our group during the coming year.

FAUST-KINUSO

The last meeting of the Faust-Kinuso Sub-local was held May 10th at Kinuso. Matters under discussion were track meet at High Prairie and Salary Negotiating Committee business.

GRANUM

The Granum Sub-local meeting was held on May 13 at the home of Mrs. A. MacGregor. After some discussion it was decided to conclude this year's activities with a banquet and theatre party. A splendid report on the A.G.M. was given by our representative, Miss D. Fraser. A vote of thanks was given Miss Fraser by the group present. Mrs. MacGregor served a very delicious lunch.

HOLDEN

The annual general meeting of the teachers of the Holden Local was held in Bruce on June 7th. Addresses of welcome were delivered by Mr. Robinson, Reeve of M. D. of Iron Creek, and Mr. Stambough, Chairman of the local school board. Mr. Lefsrud, chairman of the Divisional Board, spoke on behalf of the Holden Divisional School Board. This address was followed by remarks made by Mr. McLean, superintendent of the Holden School Division. Reports were given by the following committees: Library, Festival, Salary Schedule, and Sports. The teachers then enjoyed the privilege of hearing Mr. J. Smith and Mr. Aldridge, members of the provincial executive. A motion to reject the Salary Schedule proposed by the Divisional Board was passed unanimously.

IRRICANA-KATHYRN

The Irricana-Kathyrn Sub-local met at Miss Smedstad's teacherage on May 7, for its regular meeting. Minutes of the former meeting were read and adopted. The main business of the evening was the report of the delegate to the A.G.M. at Easter, Mr. J. E. Taylor. Mr. Taylor gave a very interesting report touching on all the important business of the meeting. After the business was finished, the teachers enjoyed a few games of cards. Miss Smedstad, assisted by Mrs. Keith served a delicious lunch.

ISLAY

The Islay Sub-local held its April meeting at the Kenilworth teacherage on the 23rd. The minutes of the last meeting were read and adopted. Mr. E. Klaus, delegate to the Annual General Meeting, presented an instructive and interesting report. It was decided to hold the local elimination for the track meet at Islay on May 31st. The proposed salary schedule was discussed at length. Following the meeting lunch was served.

The Sub-local met at Islay May 28th for its regular meeting. Final arrangements for the local track meet were discussed.

KILLAM

The Killam Local met several times during the year. At the first meeting November 7th it was decided that they have the following as topics of discussion during the year: News Letter, Salaries, Reorganization of Track Meet, Twelve Monthly Payments, Convention Reorganization, and Spring Rally.

At the ensuing meetings which were held December 7th, January 18th, May 17th, these topics were dealt with, as well as the Musical Festival. It was decided that next year's executive should appoint a Festival Program Committee at the first meeting after convention with at least two of the previous year's executive as members. The Sub-locals are to be circularized regarding recommendations for next year's slate of officers and Festival Committee. Messrs. J. Dabbs, R. Bowen, and C. Barry were appointed to represent the Killam local executive at the Camrose salary schedule meeting on May 31st.

LAC STE. ANNE

A general meeting of the teachers of the Lac Ste. Anne Local was held at Sangudo on May 31st at 1 p.m. The following business was discussed: Report of delegates to Annual General Meeting, Report of Salary Schedule committee, Salary situation in general, Re-entry of

former teachers into the profession, Matter of seniority with respect to vacancies occurring in the schools of the division. Mr. T. D. Baker of Edmonton, our district representative, was present. He had a fund of ready information and sage advice to offer us and his help was much appreciated by all. Prior to the general meeting an executive meeting was held. All members of the executive were present to discuss matters of executive interest.

MORINVILLE

The last meeting of the Morinville Sub-local was held at the home of Miss Justine Hittinger. The subjects of discussion were picnics and a track meet. It was a short, lively meeting, ending with delicious refreshments.

MORNINGSIDE

The Morningside Sub-local of Ponoka S. D. met at Progressive school on June 7th. Those present had a discussion on business concerning the projector and other matters. Upon Mr. Morris, president, resigning his position, the teachers expressed their appreciation for his fine leadership. They also thanked Mrs. Morris for her efficient handling of the local's books. Miss Rimbey was appointed to call the first meeting of the fall term. She served a novel lunch, which was followed by several musical numbers.

PONOKA

The annual meeting of the teachers of the Ponoka Local was held in the Ponoka School on May 17th. Mr. Shaul of Edmonton acted as executive representative. The acceptance of the financial report was followed by a discussion of salary schedule. Mr. Shaul presented briefly facts regarding minimum salaries for teachers in town schools. The Salary negotiating committee was given authority to open negotiations as soon as possible. After a discussion regarding track meets, Mr. Walker, supervisor, and Mr. Hoar, chairman of the board, addressed the meeting. Lunch was served by members of the executive and the meeting continued with reports from delegates to the Edmonton Convention. Mr. Massing reported on the pension fund and Miss Cline treated the subjects of Hospitalization and Insurance.

SEBA

The Seba Sub-local held its seventh meeting at the home of Mrs. E. M. Preus on May 4th. The main business was the arrangement of our sub-local track meet to be held on May 23rd at Seba. A committee was chosen to prepare the grounds and arrange the program. A discussion of the events then followed and changes were made in a few cases. Our delegate, Mr. H. Anderson, was to have given his report but this was postponed until the next meeting.

SWALWELL

The monthly meeting of the Swalwell Sub-local was held at the Delft School on May 13. A report was given on the Swalwell track meet. The Bieseker A.T.A. meeting was then thoroughly discussed. Mr. Franklin next gave a very interesting report on the Easter Convention held in Edmonton. It was decided that instead of a final meeting, a wiener roast would be held near the Antler school. The meeting then adjourned to the home of Mrs. Walrod, where the hostess served a dainty luncheon with the assistance of Mrs. W. Fisher.

* * *

A very interesting and successful Track Meet was held at the Swalwell High School grounds on May 9th with the following schools participating in the events: Antler Sr. school, Mr. J. F. Plante; Antler Jr. school, Miss L. R. Clark; Berkeley school, Miss F. Moss; Delft school, Mr. Wm. W. Walrod; Gobert school, Miss H. M. Gough; New Hope school, Miss M. N. Barkley; Simcoe school, Mr. W. C. Fisher; Three Hills Rural school, Miss I. A. Ward; Swalwell Jr. school, Mrs. A. I. Halbert; Intermediate school, Mr. Wm. Serra; High school, Mr. S. A. Franklin.

We were very pleased to have our Inspector of Schools, Mr. Munroe Macleod attend this meet, and also Mr. William Burns, District Trustee.

TWO HILLS

The members of the Two Hills Sub-local met in Two Hills school on June 6th. Following the preliminaries, Mr. C. Tymchuk reported on the last meeting of the local executive. The results of the Reading tests that had been previously distributed, were handed in to Miss A. Hannochko, and were briefly discussed. The method of the payment of teachers was next considered, and a resolution favoring payment on a twelve-month basis was passed. At the conclusion of the meeting, the members gathered at the home of Mr. and Mrs. F. Hannochko for a most enjoyable lunch, provided by Miss A. Hannochko, Miss S. Odynski, Mr. R. Svarich, and Mr. T. Demko.

VERMILION

Teachers in the Vermilion Sub-local met on May 17th. Mr. Bussard outlined the plans for the Sub-local Track Meet which is being held on May 31st, and final arrangements were made for it. We then had a report from our Councillor, Mr. Bussard, on the question of the salaries of the Divisional teacher.

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